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ABSTRACT

This curriculum program was developed to serve as a guide or reference for those professionals wishing to implement or improve upon a current participation program for parents of 6- to 12-month-old infants. The curriculum program covers such topics as the importance of early stimulation, infants' gross and fine motor development, social/emotional development, and language development. Following a brief introductory overview of the curriculum's objectives and content, Section I provides a "timeplan" for presenting the curriculum material. The "timeplan" is based around a 60-minute session, meeting one time per week, over a period of 10 weeks. However, this "timeplan" can be adapted to suit those presenting the program. Each session includes the session's objectives, materials needed, topics to be discussed, suggested activities, book reviews, and how to close the session. Lecture materials intended for use by the professional, as well as handouts to be distributed to the parents each week are provided for each curriculum topic in Sections II through IX. Additional materials, such as a list of songs and jingles, good books for babies, a reading list for parents, and supplementary lessons in nutrition and childproofing the infant's environment, are included in the appendices. (Author/MP)

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A CURRICULUM PROGRAM
FOR INFANTS
SIX TO TWELVE MONTHS

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INTRODUCTION TO CURRICULUM

Researchers in the last two decades have acknowledged the crucial role that parents play in encouraging and stimulating their infant's potential learning ability. This has led directly to the establishment of programs designed specifically to educate parents, primarily first-time parents, and to establish some kind of support system within the immediate community.

For the most part, the problem has been that there are few professionals with adequate knowledge of infancy available to implement such a program, and if they are found, they themselves find little in the way of appropriate teaching aids available.

In order to carry-out well-organized but flexible classes with sufficient handouts for parents, an excessive amount of time and energy must be expended.

For this reason, this curriculum was developed. It is meant to serve as a guide or reference for those professionals wishing to implement, or improve upon a parent participation program for parents of infants between 6-12 months old. It covers psychomotor, social-emotional, cognitive and language development. There are lectures and materials directed solely to the professional as well as numerous handouts to be distributed to the parents each week.

The instructor should freely supplement or substitute any of the materials in an effort to make each program fit the needs of the individual parents involved.

INTRODUCTION TO TIMEPLAN

It is helpful to have a conception of the pacing, or, a timeplan for the infant curriculum. This plan is based around a sixty-minute session, meeting one time per week, over a period of ten weeks. However, this curriculum can be used solely as a guide or reference by those endeavoring to begin a program.

The timeplan should be viewed by the reader with an eye towards flexibility. For example, it could be consolidated into a six- or eight-week program, or extended into a twelve-week program. The sessions could meet either once or twice per week, and each session could be anywhere from 45-120 minutes. The order of the topics may also easily be switched, other appropriate toys substituted for the suggested ones, songs and activities rearranged.

The curriculum, as it stands without the alterations suggestion above, offers adequate alternatives within itself, making it flexible enough to meet the individual instructor's need.

The following is a suggested sequence.

GENERAL TIMETABLE

I. Free Play (00:00 - 00:15)

- A. Each week there will be various free play items (see toys for examples) available for exploration and use by the infants, with or without their mother's aid. Several of the items should pertain to the proposed topic of the week (see detailed schemes), and should be placed in the center of the room where the infants can easily reach them.
- B. Mothers may utilize this time to check out or return library books, share observations with other mothers, discuss an individual problem with the instructor, or simply observe their infant.

II. Topic (00:15 - 00:40)

- A. Introduction of scheduled topic by instructor.
- B. Distribute appropriate handouts.
- C. Discussion of topic with groups to include questions and answers of topic itself, general norms for behavior, and handouts.

III. Activities (00:40 - 00:50)

- A. Exercises, activities and/or songs with infants to include explanation and demonstration of several specific activities related to the topic, and to free play items. Instructor may choose from the examples given each week, from any others listed in the curriculum, or from her own sources.

IV. Book Review (00:50 - 00:55)

- A. Each week one book relevant to the topic may be briefly reviewed by the instructor or by one or more parents in the group. A brief summary for each suggested book is included in the detailed scheme. These are only suggestions and the instructor may use any book she chooses.

V. Closing (00:55 - 00:00)

- A. Handouts describing norms related to the following week's topic are handed out at this time.
- B. Reminders of community events or any other miscellaneous news is announced now.
- C. Closing song - "If You're Happy and You Know It, Wave Bye-Bye."

On the following pages will be found a more detailed scheme for each week...

WEEK ONE

REGISTRATION AND OVERVIEW

(Does not follow general timetable)

Objective - To introduce the course by explaining the purpose, answering questions and demonstrating the types of activities that will be covered during the course.

1. Registration (if applicable).
Give a brief description of your background and experience.
2. Add something personal about yourself or your own infant to make everyone more comfortable.
3. Have each mother introduce herself and her infant to the group. Include age of the infant and anything special they may want to add.
4. Give a brief overview of the class, including objectives and topics to be covered. Go over General Class Information (see Page 37) with parents.
5. Explain the library procedures and reasons for making it available to the group (see Appendix E).
6. Hand out suggested reading list (see Appendix D).
7. Hand out questionnaire (see Appendix A) to be filled in immediately. As parents write, the instructor

may use this time to speak to latecomers or check registration forms.

8. Have parents make out name tags for themselves and their infants. Suggested materials would be: light-colored felt masking tape or construction paper. Use dark marker for writing and safety pins to attach felt or paper. A shoebox or 5-pound coffee can with lids, and covered with bright contact paper make excellent containers in which to keep the tags from week to week. Be sure to collect the name tags at the end of each class.
9. Collect necessary papers, checks, etc.
10. Take a few minutes for an open question-and-answer period so parents can voice any uncertainties or have the instructor clarify any point in question.
11. Choose at least 2-3 (whatever time allows) simple exercises and/or songs from the curriculum to demonstrate the kinds of activities that will be done in the ensuing weeks. Some examples might be:
 - a. Gross motor: IIA - Page 78 - Sing: "Row Row Row Your Boat."
 - b. Song: "Wheels on the Bus" (see Appendix B).
 - c. Game: "Round and Round the Garden" (see Appendix B).
12. Review any important reminders such as information about parking, bathrooms.
13. Closing song.

GENERAL CLASS INFORMATION

Schedule (tentative)

00:00 - 00:15	Free play, library check-out
00:15 - 00:40	Lecture and discussion of specific topic
00:40 - 00:50	Exercises and songs
00:50 - 00:55	Book review, handouts
00:55 - 00:00	Closing

Objectives - To provide parents with the opportunity to:

1. Meet other parents with similar experiences and share their concerns and ideas with each other in the hope of finding support and meeting new friends.
2. Increase parental knowledge of the infant's growth and development during this period.
3. Observe their infant interacting socially in an informal group environment.
4. Discover ways of contributing positively to their infant's development, and to their own self-concept as parents.
5. TO HAVE A GOOD TIME.

Reminders

1. Wear comfortable clothes as we will be sitting on the floor.

2. Bring a blanket for younger infants to lie on.
3. Bring an extra diaper and necessary accouterments for changing.
4. Bring a bottle if you are not nursing.
5. Bring a familiar small toy or stuffed animal the first few times for added reassurance.
6. Allow sufficient time for dressing and breakfast before leaving home so infant can arrive relaxed and happy.
7. Try not to be upset if your infant cries or refuses to participate. Be patient. Just being around other infants is a learning experience.
8. If your infant is already crawling or walking, allow him as much freedom as possible to explore. Try to be aware of where your infant is without having to constantly retrieve him.

WEEK TWO

THE IMPORTANCE OF EARLY STIMULATION

Objective - To provide appropriate information about early stimulation.

I. Free Play

A. Materials needed: Miscellaneous toys plus as many various musical instruments as possible that are suitable for this age group. Some suggestions would be:

1. Wrist bells.
2. Rattle.
3. Commercial tambourine.
4. Homemade tambourine (see Homemade Toys).
5. Wood castanet clapper.
6. Jingle jog.
7. Cymbals.
8. Mariachis

II. Topic - The Importance of Early Stimulation

- A. Introductory lecture on the importance of early stimulation.
- B. Discussion of guidelines (see Handout Page 69).

III. Activities

A. Explanation of how musical instruments can promote stimulation.

1. Explain that auditory stimulation begins when a mother sings her first lullaby to a newborn. As an infant grows music can grow with him, enriching his life as it does. Although singing might be natural for mothers and infants, musical instruments may not have yet been discovered.
2. Rhythm is learned from music, as an infant claps his hands, sways back and forth, or later, beats a drum or shakes a tambourine.
3. Instruments provide opportunities for body movement and coordination and help give a sense of musical patterns. As the infant between 6-12 months shakes his wrist bell, he will slowly begin responding to the melody and rhythm with his entire body and he will be learning that it can be fun and exciting to make new sounds.

B. Demonstration of instruments. Allow enough time for mothers and infants to experiment with several different items. If a record player is available, it can sometimes be fun to put on a song and have the infants "accompany" the music.

C. Repeat two of the exercises introduced last week and then introduce at least one or two new ones this week. Some suggestions might be:

1. Gross motor - IA - Page 76.
2. Social - IIC - Page 103.
3. Song - "Jack-in-the-Box" (see Appendix B).

IV. Book Review - The First Three Years of Life, by
Burton L. White

Since the first three years are thought to be critical to overall development, Dr. White discusses general behavior patterns for various stages of infancy and gives suggestions for stimulating an infant's optimal development. The book is written specifically for parents. Because White stresses that no two infants develop at the same rate, he breaks the books into phases covering several months such as, five-and-one-half to eight months, eight to fourteen months.

V. Closing

- A. Distribute norms for Gross Motor Development.
- B. Reminders.
- C. Closing song.

WEEK THREE

GROSS MOTOR DEVELOPMENT

Objective - To provide appropriate information and demonstrate activities that will promote gross motor development.

I. Free Play

A. Materials needed:

1. Tunnel (see Homemade Toys) for babies already crawling.
2. Balls: Have at least one of each of the following available:
 - a. Flutterball.
 - b. Clutch ball.
 - c. Nerf ball.
 - d. Beach ball.
 - e. Tennis ball.
 - f. Rubber ball.
 - g. Musical roly poly
 - h. Football.

II. Topic - Gross Motor Development

- A. Introductory lecture on the importance of gross motor development.

- B. Discussion of lecture, norms and handouts.

III. Activities

- A. Explanation and demonstration of how balls can promote gross motor development.
 - 1. Explain that balls promote large muscle coordination and hand-eye coordination when they are thrown, caught, pushed, dropped, kicked, or crawled after.
 - 2. They also foster social development, as more often than not parents will participate in the game.
- B. Demonstration of several activities taken from handout sheets that promote gross motor development.
 - 1. Include bicycle exercise and song (see Appendix B).

IV. Book Review - The Baby Exercise Book, by Janine Levy, and Total Baby Development, by Jarislov Koch

The Baby Exercise Book is an excellent book dealing primarily with optimizing an infant's physical development. Dr. Levy gives examples of numerous exercises for various age groups during the first fifteen months, including relaxation, strengthening muscles and limbs and respiratory movements.

Dr. Koch's book contains 333 exercises and games. Although the book deals with emotional and

intellectual development, his physical exercises are stressed. He includes some excellent activities to promote crawling and sitting up during the six- to twelve-month period.

V. Closing

- A. Distribute norms for Fine Motor Development.
- B. Reminders.
- C. Closing song.

WEEK FOUR
FINE MOTOR DEVELOPMENT

Objective - To provide appropriate information and demonstrate activities that will promote fine motor development.

I. Free Play

A. Materials needed:

1. Two tubs (or one small plastic swimming pool) filled with Instant Cream of Wheat.
2. Two tubs (or pool) filled with Minute Rice.
3. One large plastic sheet (or old shower curtain) to place under tubs. This makes it easier to clean up afterwards.
4. Miscellaneous utensils to manipulate. Some examples:
 - a. Strainers.
 - b. Shovels.
 - c. Funnels.
 - d. Plastic cups.
5. Large pop beads.
6. Pieces of brightly colored fabric.
7. Several containers with large openings

(i.e. coffee cans) and various objects that the infants can attempt to pick up and drop in. (See Fine Motor Activities for specific suggestions.)

II. Topic - Fine Motor Development

- A. Introductory lecture on the importance of fine motor development.
- B. Discussion, questions, and answers referring to lecture, norms, and handouts.

III. Activities

- A. Explanation and demonstration of the materials used during free play.
 - 1. Explain that all of the above activities are designed to promote fine motor coordination by providing opportunities for infants to practice using their hands and fingers.
 - 2. For example, simply grasping a handful of rice and letting it go, builds grasp strength and finger dexterity. Attempts to pick up small objects and/or drop them into containers is especially important for the development of eye-hand coordination and use of the pincer grasp.
- B. Demonstration of several activities taken from handout sheets that promote fine motor development.

1. Include playing pat-a-cake, with mothers moving the infants' hands if necessary.

IV. Book Review - Baby Learning Through Baby Play, by
Ira Gordon

Gordon describes some excellent games to use with infants in attempting to promote what he terms "learning to learn." Many of these activities are specifically designed to promote fine motor development while others, although designed primarily for intellectual or social development, utilize the small muscles or entail use of fine motor coordination.

V. Closing

- A. Distribute norms for Social/Emotional Development.
- B. Reminders.
- C. Closing song.

WEEK FIVE

SOCIAL/EMOTIONAL DEVELOPMENT - PART ONE

Objective - To provide appropriate information and demonstrate activities that will promote social/emotional development.

I. Free Play

A. Materials needed:

1. Four to five bottles of bubbles for blowing, including wands.
2. Various colored balloons. Have at least five extra on hand in case they get popped. Have parents blow them up.

II. Topic - Social/Emotional Development

- A. Introductory lecture on social/emotional development.
- B. Discussion of lecture, norms and handouts.

III. Activities

- A. Explanation and demonstration of materials (bubbles, balloons) used during free play. Explain that the primary purpose of the above activities is simply to promote social

interaction between parents and infants, so that the infant will come to know the social world as a fun and exciting place.

- B. Choose several songs from Appendix B and some games from various sections that encourage participation by both the parent and the infant. Some examples would be:

1. "Around and Around the Garden."
2. "Wheels on the Bus."
3. "Jack-in-the-Box."

IV. Book Review - Teach Your Baby, by Genevieve Painter

This book describes numerous activities for simple social interactions with infants during the first eighteen months, including some especially good suggestions for visual, auditory and tactile stimulation. The author's goal is to promote development through sensory interactions with the infant's environment and parents.

V. Closing

- A. Inform parents that the same social/emotional norm sheet used this week will be referred to during the next session.
- B. Reminders.
- C. Closing song.

WEEK SIX

SOCIAL/EMOTIONAL DEVELOPMENT - PART TWO

Attachment and Anxiety

Objective - To provide appropriate information and demonstrate activities that will aid attempts to cope with stranger and separation anxiety, particularly crying behavior.

I. Free Play

A. Materials needed:

1. At least one dozen brightly colored scarves.
2. One or two masks, either purchased or homemade (see Homemade Toys). Be sure they are not frightening in any way. A smiling human face works very well.
3. Try to find as many different kinds of simple puppets as possible (handmade or purchased).
 - a. Finger puppets.
 - b. Glove puppets or hand puppets.Again, be sure they are not frightening and do not have small parts that could easily be pulled off and swallowed.

II. Topic - Emotional Development

- A. Introductory lecture on attachment and anxiety.
- B. Distribute handouts on stranger and separation anxiety.
- C. Discussion of lecture and handouts.

III. Activities

- A. Explanation of the importance of peek-a-boo games using both scarves and masks for demonstration.
 - 1. Explain that although the above items are for stimulating social interaction between parents and infants, they can also be used as learning devices. For example, using the scarves and masks to play peek-a-boo is, on the one hand, a very fun and exciting game for an infant. At the same time, however, peek-a-boo can be the beginning of the infant learning to tolerate his mother's disappearance. In this case, it lasts only a few moments, but each time her face disappears behind the scarf or mask, the infant feels a moment of fear/excitement. When she reappears he is reassured, while at the same time, of course, being excited and happy.
 - 2. Puppets, aside from being enjoyable, can also be learning devices if parents use them as such. A puppet can be a "stranger" who is

introduced happily to the infant, says a few simple words, then waves bye-bye, etc. They, too, can disappear and reappear, laugh, clap, jump up and down, etc. Their uses are infinite.

- B. Demonstrate use of several puppets using simple dramatic plays such as those described above. Encourage the parents to experiment on their own.
- C. Using a puppet, have the group sing "I'm Being Tickled by a Boa Constrictor" (see Appendix B).
- D. Have mothers hold infants and rock them gently as you sing "Rock-A-Bye Baby."
(This is to encourage attachment kinds of behavior.)

IV. Book Review - Infants and Mothers by T. Berry Brazelton

An excellent book on emotional development. Dr. Brazelton simply traces the emotional ups and downs of the first year depicting three very different, but very normal infants: one passive, one active, and one average. It is especially reassuring to mothers of infants whose personality styles are at extremes of the spectrum.

Topics discussed include: crying, dependence, fears and discipline.

V. Closing

- A. Distribute norms on Cognitive Development.
- B. Reminders.
- C. Closing song.

WEEK SEVEN

COGNITIVE DEVELOPMENT - PART ONE

Objective - To provide appropriate information and demonstrate activities that promote cognitive development.

I. Free Play

A. Materials needed:

1. Nesting cups and stacking rings
 - a. One or two sets of metal or plastic measuring cups or small mixing bowls.
 - b. One or two sets of commercial nesting toys, and a stacking ring.
2. Blocks
 - a. Try to have examples of several types available. Some suggestions would be: cloth, wooden and milk carton (see Homemade Toys).
3. Shape Sorter
 - a. Have one simple homemade (see Homemade Toys) and one or two more complex commercial-types.

II. Topic - Cognitive Development

- A. Introductory lecture on cognitive development.
- B. Discussion of lecture, handouts, and norms.

III. Activities

- A. Explanation and demonstration of materials used in free play.
 - 1. Explain that nesting cups, stacking toys and shape sorters (in order of their difficulty) are excellent for promoting eye-hand coordination, size and shape discrimination, and for use as simple problem-solving games. Parents need to encourage their infants as they attempt to place the rings on. Parents should be told not to worry about correct order, which will follow naturally with time and practice.
 - 2. Parents should behave similarly with shape sorter toys. Begin with simple things such as a circle and square using a homemade device with only two choices. Once the infant has become fairly proficient, a more complex commercial toy such as the Tupperware shape sorter can be used.
 - 3. Blocks are also excellent for size and shape discrimination and eye-hand coordination.

In addition they can be used in causality games (See III A, Cognitive Activities, Page 133).

- B. Pass out one sheet of tissue paper, wax paper, and aluminum foil to each parent. Follow instructions and explanations given in IV A and B of Cognitive Activities, Page 135.

Important: This activity must be closely supervised! If the infant insists on putting foil into the mouth, it must be removed!

- C. Choose at least one activity song from Appendix B.

IV. Book Review - Help Your Baby Learn by Stephen Lehane, and Your Child's Intellect by T. H. Bell

Lehane's book is a compilation of Piaget-based activities designed for use by parents with their infants. All activities are listed by stages and should be used progressively. There is space for parents to make notes. Lehane believes that parents help their infants learn by being able to recognize their needs. His purpose is to supply the details parents will need in order to recognize those needs.

Bell's book is also written for direct use by parents. He too breaks early childhood into stages, infancy being from 0-10 months. He gives an introductory description of each age group, then goes on

to activities he feels can enhance intellectual learning.

V. Closing

A. Reminders.

B. Closing song.

WEEK EIGHT

COGNITIVE DEVELOPMENT - PART TWO

Appropriate Toys

Objective - To provide information and demonstrate appropriate usage of toys suitable for infants.

I. Free Play

- A. Materials needed: Miscellaneous examples of toys, both commercial and homemade that will be described during the lecture and discussion.
 - 1. For example, at least two types of balls. The flutterball and clutch ball are especially appealing to young infants (see Commercial Toys). Also, one example of a homemade puppet and one of a shape sorter (see Homemade Toys). Both are fairly simple and having a sample on hand demonstrates how easy they are to make.

II. Topic - Choosing Toys for Infants

- A. Introductory statement on toys for infants.
- B. Discussion of toys, referring to numerous handouts and examples. Included will be safety, types of toys, household toys, and homemade toys.

III. Activities

- A. Explanation and demonstration of types of toys covered in handouts, using examples used in free play as models.
- B. Several exercises and songs of choice. "Choo Choo Train," "Open Shut Them," or "Boa Constrictor" (using a hand puppet) are examples (see Appendix B).

IV. Book Review - Choosing Toys for Children by Barbara Kaban, and How to Parent by Fitzhugh Dodson

Ms. Kaban's book is a guide for anyone buying a toy for infants or young children up to five years. She spends an entire chapter on appropriate toys for the first year, as well as specific chapters on alternative toys. She also lists books and sources of information.

Dodson's book, aside from being a widely available parenting book, has an excellent appendix on toys, books, and records appropriate for young children. He even lists local sources for hard-to-find items.

V. Closing

- A. Distribute norms for Language Development.
- B. Reminders.
- C. Closing song.

WEEK NINE
LANGUAGE DEVELOPMENT

Objective - To provide appropriate information and demonstrate activities that promote language development.

I. Free Play

A. Materials needed:

1. Have as many examples of books appropriate for this age level as possible (see Appendix C). Included should be: cloth books, books with sturdy pages, and homemade books (see Homemade Toys).

II. Topic - Language Development

- A. Introductory lecture on language development.
- B. Discussion of lecture, handouts and norms.

III. Activities

- A. Explanation and demonstration of how to use books.
 1. Explain that books promote learning in a variety of ways. For example:
 - a. Books expose infants to a wide vocabulary of words, which hopefully will aid him in

his development of receptive language. Later this will hopefully encourage better language usage and an appreciation of reading.

- b. While hearing the soft hum of a parent's voice, an infant is learning the intonation, stress and patterns which will aid him later in more sophisticated language.
- c. While sitting cradled in the lap of a parent, an infant feels emotionally secure.
- d. While turning pages, an infant is practicing fine motor coordination.

B. Demonstrate several activities from Parts III, IV, and V in Language Activities section.

- 1. For example III, A and B, Page 166; IV, A and C, Page 167; V, A, Page 169.
- 2. Do "body parts" exercise together as an example of vocabulary building through games (see Appendix B).

IV. Book Review

Review several specific children's books that are especially appropriate for infancy. Choose only books you can actually show to the parents. Some good choices are included in Appendix C.

V. Closing

- A. Reminders - If planning a last day picnic, time should be spent finalizing details.
- B. Distribute final questionnaire (see Appendix A) and ask parents to return them at final meeting.
- C. Closing song.

WEEK TEN
END OF SESSION MEETING

Objective - To provide an appropriate social setting to conclude class sessions and consolidate a positive experience for parents.

If possible, an especially enjoyable conclusion to the program is for all the parents and infants to meet at a specific park for an outdoor picnic.

If the weather does not permit such an outing, it can be an indoor picnic at the class site, in the home of a parent who volunteers, or in the instructor's home.

To save the instructor a great deal of time, it is best to ask two parents to organize the details, and make any necessary phone calls. However, the general details of time, place, kinds of food, should be decided by the group as a whole.

If the outing is at a park, there is an opportunity for sand or water play, and exercises on large outdoor gym equipment.

Primarily, this outing should be an opportunity for the mothers to sit back and enjoy the new friends they have met, and perhaps to exchange phone numbers to set up play

groups or baby sitting cooperatives. It is hoped that a positive social experience will consolidate good feelings about the course.

The final questionnaire should be turned in to the instructor before the parents take their leave. Leave a box or large manila envelope where mothers can simply place the sheet, thereby ensuring anonymity. Be sure to have extra copies for those who forgot theirs at home.

If a discussion seems appropriate, the topic should simply be how the mothers see themselves and their infants now, as compared with ten weeks ago.

THE FOLLOWING SECTIONS CONTAIN
LECTURE MATERIAL FOR USE BY THE PROFESSIONAL
AND HANDOUTS TO BE DISTRIBUTED TO THE PARENTS
EACH WEEK.

SECTION II

THE IMPORTANCE OF EARLY STIMULATION

INTRODUCTORY LECTURE

The Importance of Early Stimulation

Infants between 6-12 months learn by exploring their environment and discovering how they relate to it. They also learn by imitating the people around them and then practicing new behaviors as often as they can.

Piaget believes that infants learn by reacting to the sights, sounds, shapes, textures and people around them. "The more a child sees and hears, the more he wants to see and hear." Stimulation, therefore, must include:

1. Adequate opportunities to practice hand-eye coordination and to build the muscles the infant uses in crawling, sitting-up and pulling himself to standing.
2. Multiple social interactions so the infant can learn that people are loving and supportive and that he, himself, is capable of eliciting a positive response from them.
3. Exposure to numerous objects, challenges, events and sensory activities that encourage an exchange between the infant and the people and objects surrounding him.
4. Abundant exposure to the multitude of sounds surrounding him, to encourage the infant in his attempts to understand and later to reproduce the more sophisticated sounds of language.

Consequently, the four main areas to be covered during this period will be: Psychomotor, Social/Emotional, Cognitive and Language Development.

Before attempting any activities with their infants, parents should be aware of the following set of developmental guidelines.

DEVELOPMENTAL ACTIVITY GUIDELINES

1. Choose activities based upon what the infant is capable of doing and temperamentally suited to do. Pick activities that the infant is almost ready to do, giving him a chance to practice what he already knows as well as something new. Be patient!!! Remember that growth and development are extremely diverse even among infants of the same chronological age.
2. Encourage your infant to try everything, but never force him to do anything. Never attempt an activity if the infant is fussy, sleepy or distracted, and never take him away from an activity he is already engrossed in to do a task you want him to do. Follow his lead - if he's active and happy, try a gross motor experience. If he's quiet and pensive, sit and look through a picture book together.
3. Avoid a rigid schedule of activities. An infant's mood changes quickly and his attention span is short. Activities are best when done spontaneously and for short periods of time (3-5 minutes at the most). As the infant's temperament dictates, lengthen or shorten an activity.
4. Combine your understanding of your infant with your own imagination in planning activities.

Games of stimulation are first of all for the fun and mutual benefit of both parent and infant. Infants will receive adequate sensory stimulation from simply interacting with you as you carry out the everyday tasks of feeding, changing, and bathing, if you are excited and happy as you do so. Your mood and attitude are the most important prerequisites for any interaction. Smiles, hugs, kisses and a happy, loving parent all encourage an infant to attempt new things and promote good self-concept in the infant, and his parent as well.

Note: Use the suggested activities as a guide only. Substitute games at will. Play and experiment with your methods and activities until you find what is most enjoyable to your infant.

SECTION III

GROSS MOTOR DEVELOPMENT

DEVELOPMENTAL NORMS - GROSS MOTOR

Six - Nine Months

1. Turns from back to stomach.
2. Balances and turns head well from left to right pausing at any point in between.
3. While lying on back plays with feet and toes.
4. Can sit in an exercise chair (Johnny Jump-up or walker) for 10-15 minutes.
5. Assumes and maintains a sitting position freeing both hands for exploration, for 30 minutes or longer.
6. Twists his trunk while reaching for things.
7. May get up on hands and knees in crouch. May rock back and forth.
8. May propel himself in some way, not necessarily by crawling.
9. Pulls self to stand usually by holding onto bars of crib or playpen, but may have great difficulty getting down.

DEVELOPMENTAL NORMS - GROSS MOTOR

Nine - Twelve Months

1. Sits alone indefinitely.
2. Can get from crawling to sitting position.
3. Can engage in some means of locomotion - creeping, crawling or walking.
4. May walk on all fours with arms and legs extended.
5. Will pull self to stand by holding onto crib or table.
6. May cruise or walk holding onto furniture or other supports, including adults.
7. May push up to standing without holding on by straightening arms and legs and pushing up with hands and body.
8. May stand alone without support for at least two minutes.
9. May stoop to pick-up toy on floor.
10. Pivots body while standing.
11. May walk without support.
12. May lower self to sitting from standing position.
13. May attempt to climb.

INTRODUCTORY LECTURE
Gross Motor Development

Physical growth and maturation is very important to a child's total development especially between six and twelve months when developmental skills begin to overlap, working together to help the infant learn in more detail about his environment. For example, in order to learn about an object (cognitive) the infant must be able to reach for it, grasp it, then bang it, or manipulate it in any other way he desires (fine motor). In order to manipulate objects well, both hands must be free, which will occur as soon as he can sit up alone (gross motor).

In addition, gross motor development has an impact upon social/emotional growth. Once an infant becomes mobile, he becomes better able to discover things for himself; he becomes more independent of his mother, and if allowed to explore freely, will develop a strong self-concept.

Infants, therefore, must be provided with opportunities to exercise the muscles they will eventually use for sitting up, crawling, standing and walking. They will, in one year's time, by internalizing the experiences gained from early

motor reflexes, evolve, into a walking, thinking explorer of their environment.

By providing their infants with appropriate activities for strengthening the muscles and developing motor coordination, parents will simultaneously be providing occasions for sensory stimulation and positive one-to-one interaction.

It must be reiterated that the activities listed should not be done on a schedule. They are not rules, and are mainly for the mutual pleasure of parent and child.

DEVELOPMENTAL ACTIVITIES - GROSS MOTOR

I. To Strengthen Leg Muscles

A. Lay infant on his back on a comfortable surface.

Hold his lower legs straight out, then gently bend his knees over his chest and straighten them again. Do both legs together, then one at a time, 12 times each.

For added stimulation: Smile and count aloud or in a singing voice.

B. Using same position as above, rotate infant's legs as though she were riding a bicycle. Begin slowly, speed-up, then slow again before ending. Repeat 3 times.

For added stimulation: Sing a song about bicycling. (See Appendix B)

C. Place baby in a Johnny Jump-up for a few minutes each day. At first bounce up and down with him so he sees how fun it is to bounce his legs.

For added visual stimulation: Tape pictures to the sides of the doorway for the infant to look at while he bounces.

For added auditory stimulation: Play music and bounce in rhythm to the music along with baby.

(This is great for mom's thighs, too.)

D. Tie a pillow or fairly large stuffed animal to the sides of the crib above the infant's legs. Use a strong elasticized cord so it will bounce back into position, and fasten something to or sew something inside of the device, that makes noise. The infant will then have lots of practice kicking at a specific target which means coordinating his eyes, as well as developing his leg muscles.

II. To Strengthen Muscles Used in Sitting-Up

- A. Lie on floor with infant sitting on your stomach facing you. Hold his hands and slowly lower him backwards supporting him with your knees. Then, pull him up again. Repeat 8 times.
- B. As a variation of the above, lay infant on his back on the floor and slowly pull him up to a sitting position, then lower again. Repeat 8 times.
For added language stimulation: Be sure you either count or sing a song using the words up and down.
- C. Using a large bolster or beach ball, lay infant's stomach over it holding on to his legs. Roll him over until his hands touch the floor, then move backwards as he pushes with his arms.
Note: This is also excellent to help baby gain a sense of balance.
- D. Have infant lie across your stomach with his hands supporting him on the floor to one side of you. Show him a favorite toy, then slowly move it to your other side, pausing near your head. In order to get the toy, the infant will have to push himself backwards. Repeat using both sides of your body.
- E. Lay infant on his back on the floor. Lift his right shoulder up and toward the left until he's resting on his left shoulder. Then raise him so he is resting on his left arm between the elbow

and his hand. Lastly, get him to rest on the
palm of his left hand. He should be sitting up.
Repeat on other side.

III. To Encourage Crawling

- A. Lie on floor and place infant by your side so that he is leaning across your stomach. Show him a favorite toy and move it away from him, keeping it in sight. In order to get to the toy, he will have to both, stretch his arms, and push off with his legs.

Important! Be sure not to frustrate him. It is a game, not a chore.
- B. Place a toy just out of reach on the floor and encourage infant to crawl in order to obtain it.
- C. Roll a ball away from infant and encourage him to crawl after it. Later, when he can do this, encourage him to bring it back to you.

For added stimulation: Roll the ball over various surfaces; a hardwood floor, shag rug, towel, doormat or grass, for examples, so infant is exposed to surface resistance.
- D. Sit next to or opposite another person so your legs are lined up, four across. Lean infant over the legs of one of you and have the other show him a toy. Encourage him to crawl over all four legs in order to reach the toy.
- E. Place infant on a waterbed or trampoline so he can practice maintaining his balance while crawling, or later, while walking.

- F. Play chase with infant by crawling after him saying, "I am going to catch you!" (Crawling faster requires more motor coordination). Be sure to let him catch you!
- G. Place obstacles about that infant must get around in order to obtain a desired toy. (Mommy and Daddy are most desired.) Such things as large pillows, empty cartons, chairs or a tunnel (See Toys) work well. In the beginning only hide partially. Later, hide completely and call to him. For added language stimulation: Use the words on, under, around, etc. as you encourage infant onward.

IV. To Encourage Standing and/or Walking

- A. Place a favorite toy on a table. Encourage infant to pull himself up to get it and/or to walk around to the other side by holding onto the table.

Note: Encouragement does not mean standing him up yourself.

- B. Have infant place his feet on top of yours as he faces you holding onto your hands. Then take small steps backwards so he can get the feeling of walking. Be sure to laugh and talk so it is a game as well.
- C. Standing infant in front of a full-length mirror, place a bright hat on his head and point to him laughing and admiring how he looks. Then, move a few inches backward so you are not holding on or supporting him and see if he can stand alone.
- D. Hold onto infant's hands and simply walk with him slowly, going in both forward and backward directions.
- E. If infant stands alone quite well, encourage him to make steps in the same ways you encouraged his crawling. Hold a toy a few feet away, or roll a ball away from him and laughingly urge him to retrieve them.

SECTION IV

FINE MOTOR DEVELOPMENT

DEVELOPMENTAL NORMS - FINE MOTOR

Six - Nine Months

1. Can reach for, grasp and bring objects to mouth; especially those between 3-8 inches away.
2. Once grasped, may stare at object, finger it, shake it, bang it, or mouth it. All are means of learning about the object.
3. Learns to grasp things between thumb and index finger.
4. May pick-up bits of food.
5. Holds two objects, one in each hand, may look at third.
6. Transfers object from one hand to the other.
7. Rotates wrists.
8. Holds own bottle.
9. Begins using index finger to explore by poking at things
(Caution must be taken with electrical outlets.)

DEVELOPMENTAL NORMS - FINE MOTOR

Nine - Twelve Months

1. Interested in fitting things together.
2. Turns pages of book, but not usually on at-a-time.
3. Begins to use index finger in adult fashion to poke, pull, etc.
4. Neat pincer grasp (uses thumb and index finger to pick-up small objects).
5. Thumb opposition complete.
6. Holds object in one hand while explores with the other.
7. - May mark with a pencil or crayon.
8. Modifies behaviors in order to manipulate objects of varying sizes. In other words, will use two hands to pick-up larger objects and pincer grasp for smaller objects.
9. Pulls off socks, unties shoes.

INTRODUCTORY LECTURE

Fine Motor Development

Before six months, an infant spends most of her time watching the world around her. Parents, therefore, need to expose their infant to interesting stimuli that will encourage her to attempt to reach for objects and/or study them, and to ensure that doing so will be fun and rewarding.

After six months, an infant becomes more of an active participant in her world, and it then becomes important to provide activities that will enhance fine motor coordination such as finger dexterity, grasp strength, thumb opposition, and most of all, hand-eye coordination, which is an awareness of the link between what the eye sees and what the hand does.

In other words, if the infant sees (or touches) something she wants, she is now able to reach for it purposefully, grasp it, and bring it closer to explore its properties by manipulating it in some way. Following this, she will learn to release objects at will. When this does occur, and the infant wants to practice it over and over and over again, it is important to realize that it is a new skill, which will, along with other fine motor skills, lead her to more sophisticated interactions with her

environment, and enable her to develop new cognitive concepts.

The following activities, designed to promote these experiences, may appear to be simple, but they provide the foundations for later, more complicated skills, such as reading, writing, throwing and building.

DEVELOPMENTAL ACTIVITIES - FINE MOTOR

I. To Practice Using Pincer Grasp

- A. Put masking tape or a band-aid on each of infant's fingers, leaving one end open so she can grasp it. Encourage her to try and pull it off with her other hand. By experimenting she will discover it works if she uses her thumb and index finger.
- B. As infant watches, put a plastic lid on a coffee can or plastic container. Remove it once so she sees how it is done; then replace it and urge her to try and remove it herself. Dropping a small toy inside the container and shaking it so it rattles can be an added incentive.
- C. Tie a string to one of infant's favorite toys, then place the toy beyond his reach. Show her how to pull the string in order to obtain the toy.
- D. Give infant plenty of opportunities to try feeding herself by cutting up small bits of her favorite foods.

For examples and added stimulation: See Social Development, Self-Concept.

II. To Encourage Finger Dexterity and Movement

- A. Empty different types of objects from a container onto the floor and encourage infant to pick them up again. Be sure objects are not small enough to be swallowed. Some suggestions would be: stones, blocks, balls, old plastic curlers, lids, wooden pegs, and measuring spoons separated.
(Also see, Toys - Household Objects.)
- B. Also give infant opportunities to pick-up fabrics. Use a diaper or clothes that are laying on the floor. That way she begins to learn about "picking up her room."

For added tactile stimulation: Use materials of varied textures so infant has an opportunity to experience different touch sensations. (See Homemade Toys, feely pillow, for examples.)
- C. Make a mirror cloudy with your breath or use the bathroom mirror following a hot shower. Make a design with your finger and encourage infant to play the game with you.
- D. Using non-toxic crayons (Chubby Stumps are excellent as they are shorter and fatter than traditional crayons and more easily grasped) and a large sheet of paper, sit on the floor with infant and show her how to make marks with the crayon. Let her mark freely, telling her what a great picture she is making.

III. To Strengthen Grasp Response

- A. Give infant some soft clay or play dough and let her squeeze it in her hands. Be sure she does not put it in her mouth even if using non-toxic materials.

For added visual stimulation: Use different colored clay.

- B. Fill a bowl with instant cream of wheat or minute rice and just let infant dig her hands into it, picking up handfuls at a time and dropping them again.

Note: Be sure to prepare for a mess. It helps to place an old plastic shower curtain under the area.

- C. The ultimate of the above is to allow infant to play in a sandbox. Let her pick-up the sand, feeling it run through her fingers (and toes). Supply sandbox toys (See Toys) that she can manipulate as well.

Note: This activity is especially good for building self-concept (See Social Development) and for creative thinking.

D. Put some brightly-colored sponges of different sizes in the bath tub with infant so she can squeeze them easily and without making a mess. If you are especially creative, cut up an old sponge into different shapes.

For added stimulation: Make it a super duper bubble bath.

IV. To Encourage Eye-Hand Coordination

- A. Stack one block on top of another. See if infant will follow suit, after watching you. Repeat with a third block if infant is successful. Afterward, take blocks apart or knock them over and see if she will follow.
- B. Give infant some clothespins (See Toys) and a container with a fair sized opening. An empty coffee can works well. Show her how to drop them in and dump them out, then let her attempt it. Some infants enjoy having two containers so they can take objects out of one and drop them in the other. As the infant gets better at this, change the containers for ones with smaller openings. Important! Remember showing an infant how to do something is not the same as doing it for her.
- C. Place bath toys in the tub with infant (See Toys). Let her attempt to grab them as they bob up and down in the water. Push them under and let them pop up. This is a bit more difficult, but excellent practice for coordination.
- D. Give infant her own spoon to experiment with at meal time. Let her attempt to feed herself if she wants to. Ignore the mess and never force her in any way.

- E. Give infant some large pop beads. At first she may only mouth them, but eventually, she will pull them apart and study the pieces. Later, she will attempt to put them back together. This is very difficult and she may become frustrated. Encourage her to keep trying, guiding her a little, but not doing it for her (See Social Development, Self-Concept).

Important: Helping an infant to learn is very important. However, if parents continually complete the task, she will only come to expect someone else to do things for her.

- F. Sit on the floor, a short distance away from the infant and roll a medium-sized ball to her. Show her how to grasp it and roll it back to you, then encourage her to do it on her own. It can be helpful if there is a third person involved, especially if it is an older child. Use a variety of balls (See Commercial Toys).

SECTION V

SOCIAL-EMOTIONAL DEVELOPMENT

Part I

DEVELOPMENTAL NORMS - SOCIAL/EMOTIONAL

Six - Nine Months

1. Usually very sociable, initiating social contact by vocalizing and reaching.
2. Recognizes familiar faces.
3. Frequent and easy smiling.
4. Enjoys playing games that center around self (peek-a-boo), or imitation games (clapping, coughing, bye-bye).
5. Development of sense of humor. Will laugh aloud when playing games or when surprised. May tease.
6. Most infants, at some point, will develop a fear of strangers and/or strange places.
7. May develop other fears as well, such as vacuum cleaner, bathtub, or being thrown in the air.
8. Shows displeasure at loss of toy.
9. May cry if other children cry.
10. Resists pressure to do something he does not want to (clenches mouth if try to force him to eat something he does not like).
11. Can change moods easily and abruptly. From crying to laughter and vice-versa. This is most likely related to lack of any real memory ability at this age.

12. Memory is not developed enough to really remember what no-no means, so punishment is ineffective (babyproof instead). Responds mostly to the pitch and rhythm of voice, not to the word "no."
13. May bang head or chew fingers as means of relieving tension due to normal anxiety that precedes a big developmental step.
14. May know how to use parents to get things for him, i.e., shrieking.
15. May fight sibling for disputed toy.
16. Smiles and pats own image in mirror.
17. Anticipates reward for successful completion of act or command.

DEVELOPMENTAL NORMS - SOCIAL/EMOTIONAL

Nine - Twelve Months

1. Begins to want to spoonfeed self.
2. Plays games with more understanding. For example, will clap hands to patty cake game.
3. Enjoys imitation games and actions.
4. Increases independent exploration, but still "checks in" on Mother every few minutes.
5. Expresses emotions and recognizes them in others.
6. Begins to realize he is separate from Mother.
7. Responds to "no" - may stop, listen, then do it anyway.
8. Will offer toy, but not relinquish it.
9. Prefers certain toys, foods, and people.
10. Begins to show affection.
11. Seeks approval.
12. May tease/test parent.
13. Fears strangers and strange places.
14. Separation anxiety may be acute around 12 months.
15. May refuse to do something he does not want to.
16. May throw a tantrum.

INTRODUCTORY LECTURE
Social/Emotional Development

Social skills developed through exchanges with parents during infancy will serve as a model for later social interactions. From birth, parents respond in certain ways to their infant's overtures. For example, they smile and coo while changing him, babble back to him, play games when he appears bored, etc.

During the second half of the first year the infant, anticipating these interactions, develops his own patterns of social responding. As White says,

By the time a child is two years of age, and often much earlier, he will have established a very elaborate and detailed social contract with his primary caretaker. I personally believe that contract is relatively hard to subsequently alter or modify against its established direction. I think that what children acquire in that first two years is the first set of social skills and attitudes they will begin to use with all people - with other family members, and with other children as they enter into true peer relations. (White, 1975, p.128)

From six months on through toddlerhood, an infant is learning just what limits of behavior will be tolerated within his home. For example, "Yes, you may play with your food, feel it with your hands, smear it on the high chair

tray, but no, you may not throw it across the room." He will also learn what kinds of responses his parents will make to overtures for help. For example, hopefully, he will learn that his parents are aware of his requests for help and will come to his aid when he needs it, but at the same time, will not complete tasks for him simply because it is easier if they do. Finally, he will learn what kind of interactions will take place on a one-to-one basis with them. Will they, while performing everyday routines such as diapering and feeding, talk to him, tell him what they are doing, play games (peek-a-boo, for example), or will they simply go through the necessary motions silently, and/or while watching-television?

Infants of this age, above all else, have a limitless curiosity. They are driven to explore and this is how they learn about their environment. Naturally in the wake of this curiosity, and with their increasing motor ability, will also come behaviors that are difficult to tolerate. By providing a predictable routine, parents can encourage reciprocity of social actions. It is their job to help the infant learn reasonable behaviors without stifling his curiosity. This is not always an easy thing and frustration is often the result, but parents can offset this in many ways.

1. They can childproof their house to prevent constantly saying "no" (See Appendix G).

2. They can expose the infant to stimulating games and objects that will direct his attention to social changes in the environment and at the same time motivate him to produce changes himself. For example, learning that his smiles and laughter bring positive responses from other people who will come and play for longer periods than when he is whining or demanding.
3. They can help the infant learn persistence by encouraging him to do new things.
4. They can praise him when he is successful so he learns that he is capable of doing things by himself and valued by those he cares about and wants to please.

Once again, games can play an important part in infant's learning process. Several examples of games that will aid the infant in his development of social skills appear on the following pages. They are only suggestions. As stated earlier, and of even more consequence here, is that the most important objective of play is for the infant to learn that life is fun, exciting and rewarding, especially when socializing with other people.

DEVELOPMENTAL ACTIVITIES - SOCIAL

I. To Promote Social Responsiveness

Peek-a-boo games are still of tremendous excitement to an infant. Now that she is older though, you can remain hidden for longer periods as she now understands that you will reappear; she just does not know when. Being able to tolerate Mother's disappearance will aid in her development of trust as well as her development of object permanence.

- A. Cover your face with your hands, a scarf, a diaper or a pillow. Ask, "Where's Mama?" (or daddy, or infant's name). Uncover your face and say "Peek-a-boo!"
- B. Do the same as the above, but cover the infant's face instead. Begin to encourage her to pull the cover off by herself.
- C. Hide behind the crib or door and call to the infant, then appear and happily exclaim, "Peek-a-boo!" Repeat from the same hiding place once or twice, then move to a different place and see if she looks to the original spot and whether she shows added surprise when you pop up from a new point.

- D. Attach a cloth or diaper to the top of a mirror, but leave it uncovered. Point to the infant's reflection and say, "There's Eddy." Then draw the cover over the mirror and ask, "Where's Eddy?" Uncover and exclaim, "There he is!" Later, let infant pull the cloth up by himself.
- E. Play the game covering your face with a mask you have made (See Homemade Toys). If infant is frightened, let him see you first, then let him explore the openings with his fingers.

II. To Promote Imitation

- A. As the infant observes, pass a block from one hand to the other, then give her one and see if she will follow suit. If she does not, guide her one time. If she is successful, give her a second, then a third block.
- B. Wave and say "Bye-bye" each time you or someone else leaves the room or the house. Wave infant's hand and say it again. Soon, she will wave on her own and later say "Bye-bye."
- C. Using the same kind of procedure, that of demonstrating and showing the infant herself how to do it, is a good way for her to learn many simple imitation gestures such as:

nodding or shaking her head	blowing out a candle
smacking her lips	coughing
making a raspberry	clapping

These are especially fun when siblings or other children join in.
- D. As infant becomes more proficient you can teach her how to play "pat-a-cake." For awhile you will clap her hands, roll her arms and pat her lap for her at the appropriate time, but one day soon, she will begin to do it on her own.

Important: Remember that infants and toddlers will imitate everything you do and later, everything you say. Be sure, therefore, that what you do and say in front of them is not something you would rather they did not imitate! For example, taking pills, yelling, hitting or swearing.

III. To Promote Self-Concept

Building self-concept and trust and promoting independence through games.

- A. Place a large mirror (non-breakable with a good clear image, if it can be found) on the floor in front of infant. Let him observe his image as it imitates exactly what he does. Eventually he will be able to recognize himself.

For added language stimulation: This is a great opportunity for vocabulary games using the parts of the body, which will, at the same time promote positive feelings regarding his body.

For added cognitive stimulation: Hold a toy behind infant and see if he will turn toward the toy (or mother) or if he will reach into the mirror for it.

- B. Fill each section of a muffin tin with bits of finger foods. Some possibilities would be cheese, apple, banana, jello, cheerios, etc. (things that have already been found to be allergy free).

Let infant attempt to feed himself, choosing what is appealing to him. Please allow for a great mess!

For added language stimulation: Label each item he chooses and describe it in simple terms, i.e., the jello is cold, the apple is red.

For added tactile stimulation: Provide foods that vary in texture (for example, carrots versus jello).

Note: This activity is also of great value in developing fine motor coordination (pincer grasp).

- C. Also give him his own spoon and let him attempt to feed himself with it. Again allow for many misses, a great mess, and provide lots of praise when successful.
- D. If he shows the desire to undress himself, or take off his own shoes and socks, let him attempt and praise him when he is successful.
- E. At times, when infant initiates a game, join him. For example, if he begins dropping his blocks into a container, drop some with him. Or, if he begins banging on a toy with a wooden spoon, get another one and bang on a different toy with him. Add a song for added auditory stimulation.
- F. Set up activities that require a certain amount of struggle for success, then encourage infant to try, and praise him when he is successful. (See Cognitive Development, Problem Solving, for specific activities.)

Important: Do not purposely thwart efforts.

According to Ira Gordon, this can be very destructive:

Your baby will get angry when he or she fails to achieve some goal, such as reaching a toy, especially if the baby feels that he or she should be able to do it. This is why teasing is so destructive. It is NOT a game to the baby if you put an object just out of reach, and, just as your baby gets there, you move it farther away. Failure doesn't bother your baby if the activity is beyond him or her..... But when your baby can do something and knows it, and you thwart or prevent action by teasing or confining the baby, then watch out! (Gordon, 1977, p. 87).

SECTION VI

SOCIAL-EMOTIONAL DEVELOPMENT

Part II

Attachment and Anxiety

INTRODUCTORY LECTURE
Attachment and Anxiety

Attachment is a special emotional bond between two people which is reciprocal; both subjects actively seeking to bring the other into contact with them. For example, when the infant cries, most mothers will try to comfort her, usually by picking her up, which naturally brings the two together.

Smiling is another behavior which contributes to the attachment - the mother smiles at the baby many times in the first few weeks. By two months the infant begins to smile back, causing the mother to smile even more.

Sometime between 6-8 months, the infant begins to recognize the mother as a separate person, different from all others. She will smile more readily when the mother appears, flay her arms excitedly, and babble more extensively than she will with anyone else. Of course, the mother responds to this by talking more, smiling more and paying more attention to the infant.

Nursing is still another way of bringing the two together in a positive warm way. Especially contributing to this are the eye-to-eye contact and the tactile stimulation gained from being held.

Indications that the attachment has occurred during the first year are apparent by the following criteria:

1. The infant smiles and babbles more at the object of attachment.
2. The infant will keep her eyes on the object of attachment when held by another person.
3. The infant will cry when held by a strange person but will quiet or stop when attachment object retrieves her.
4. The infant cries when the attachment object leaves.

Attachment is a sign that the infant feels emotionally involved with another person and the security and trust she develops in that relationship is the foundation for her future relationships with people.

When this bond becomes cemented, usually between 6-8 months, the infant may display two common behaviors:

1. She may reject any attempts from other to come closer to her.
2. She may display anxiety when Mother leaves.

It is natural for infants to go through periods of anxiety between 7-24 months. Depending upon their individual temperament and environment, it will be of a lesser or more intense degree. However, when it tends toward the very intense, it might be a sign that the infant has had limited social contacts and real problems could be presented later when the child begins school. Tolerating exposure to others and the ability to play alone are essential behaviors in a well-developing child.

On-the-other hand, caution must be taken when leaving the infant with someone else or when in a strange place. The fear the infant feels is real. Forcing an infant or toddler into a situation will not "overcome her fear" but rather make it worse. Acting matter-of-fact about the separation and distracting her with an amusing activity will help alleviate fear.

Before six months, the satisfaction of her physical needs, including touch, is the most important thing to the infant. Now, the object of attachment is more important. It is assumed that before object permanence is firmly established, an infant feels that when Mother leaves her she is gone forever; she is lost to her. Therefore, she feels profound helplessness. Her screaming is an acknowledgement of her attachment. It will take time before she can truly realize Mother will be back. Just remember that all infants in all cultures go through this, only to different degrees, according to their individual temperament.

Anxiety caused by the fear of strangers and/or the fear of separation can be seen in some or all of the following everyday occurrences:

1. Introduction of a strange person.
2. When Mother leaves the infant in the care of another person.
3. When Mother leaves the room.
4. Nap or bedtime.
5. Waking in the night.

The following suggestions (See Handout) may help to prevent a problem or to overcome one once it has been established. These are not foolproof solutions; mothers must choose according to their own infant's unique temperament. What will work for Baby A will do nothing for Baby B. Patience is a key here. Once an infant has established a pattern that is unacceptable, it takes time to lead her into new directions. Getting angry, yelling, crying will only produce further anxiety in the child. Infants may have some uncomfortable or distressing behaviors, but an infant under a year, DOES NOT purposefully set out to anger or frustrate her parents. Only patience and time will help work out the development of acceptable solutions to crying problems.

DEVELOPMENTAL ACTIVITIES - STRANGER AND SEPARATION ANXIETY

I. To Alleviate Anxiety Caused by Strangers

- A. Ask people to approach infant slowly. This goes for any relative the infant does not see on a regular basis as well as strangers.
- B. Have the person talk to you first. Then have them talk to the infant while you are still holding him.
- C. If the infant is mobile, allow him to make the initial contact.
- D. The important thing is to give the infant a chance to adjust to a new person. This is especially true if you plan on leaving the infant with the person, even for a short time.
- E. Playing a game, especially one already familiar to the infant, can help to break the ice. Since the parent is present, the infant feels safer and may accept the stranger more readily. An example of a game would be:
 - 1. Sitting on the floor (carpet is best), place a blanket between the two adults. Lay the infant on the blanket near the parent. Parent then lifts her end of the blanket so the infant rolls towards the other person. Then that person rolls him back towards the parent. Lots of smiling and encouragement must be provided at the same time.

- F. As the infant relaxes, the stranger and the infant might play another game alone together. Again, it should be one that is already familiar to the infant, so he knows what is expected of him. For example, pat-a-cake or peek-a-boo.
- G. If the parent is leaving the infant at this time, be sure the infant is told that you are going and you will be back soon. Then promptly leave. Sometimes a set ritual helps, explanation, kiss good-bye, waving - all done with a confident smile. This can help reassure the infant that you will return. If you are nervous, you can be sure the infant will pick-up on it. Remember, that most infants will cease crying the minute the door closes behind the mother, or at least within two minutes.

II. To Alleviate Anxiety When Parent Attempts to Leave
Room

- A. Begin by remaining in the room with the infant and playing with her for five to ten minutes.
- B. Show her a toy or object that she can manipulate by herself and begin doing something else in the same room, i.e. changing the sheets on the crib, putting clean laundry away. It does not matter what, as long as you appear to be very busy.
- C. Depending on your own infant's temperament, either talk to her if she begins complaining, explaining that you must do this now; or do not acknowledge her complaints.
- D. Continue this procedure several times over a period of a few days, using different rooms, unless you intend to always leave her alone in only one particular room.
- E. The next step is to leave the infant in her playpen or a childproofed room with several toys or books to occupy her. Explain to her that you are going into the next room to do a task, and you will be back in a few minutes. Be cheery and confident as you leave the room. Call to her once or twice as your voice will be reassuring. Do not be gone too long the first time, especially if she is upset, perhaps two to three minutes, extending it to five minutes, then ten minutes as she adjusts.

She may cry the entire time you are gone but each time you return, it reassures her you will come back.

- F. TRY to reappear when she is not crying as you do not want to reward negative behavior. Respond instead, to positive behavior - in this case - when she is not screaming. Then pick her up and give her attention. At the very most, if she is crying when you return, say something comforting to her but do not pick her up and soothe her which simply reinforces that if she cries you will come back; that it was her crying that brought you back; not that you came back of your own free will. After a while, reward the behavior every other time, then every third time, and so on.
- G. There are no absolute guarantees that this will work or that it will be accomplished quickly. Usually the time and effort will pay off.

III. To Alleviate Bedtime Problems

A. Try setting up a nightly ritual for bedtime (or naps). Choose from some of the following or things you have discovered work well in quieting your infant (the important thing to remember is that they be simple enough for an infant to remember the sequence. Therefore, you should do them every night):

1. Putting on pajamas together
2. Playing in his room quietly for five to ten minutes
3. Having a cup of warm milk (never leave a bottle propped up in the crib)
4. Nursing
5. Hearing a story
6. Getting a back massage
7. Singing a lullaby or hearing a special bedtime record
8. Saying goodnight to special toys
9. Saying goodnight to other family members
10. Taking a special doll or animal to bed
11. Having a special blanket
12. Having a night light on
13. Reciting a simple prayer

- B. It is helpful if each parent takes a turn being in charge in case one of them cannot be there for some reason.
- C. Leave written instructions of the ritual for grandmother or babysitter.

IV. To Alleviate Waking Problems

Waking up at night between 6-7 months can be due to an infant's sensitivity to changes in his environment. The weather, a noise, a shadow, even your own excitement or worry can be picked-up by the baby. Once awakened he may become frightened of the dark or because you are not there. Most commonly, however, waking occurs following an illness or a particularly difficult tooth coming in. During this time the infant is (and rightfully so) picked up, rocked or nursed to sleep after awakening in distress. He needed the comfort to help alleviate the pain. The problem does not really begin until after he is well, and continues to wake expecting Mother to come and cuddle. Mother, however, is now exhausted after having gotten up three nights in a row during infant's illness. At this point you have several alternatives available:

- A. You can continue to get up several times each night until the infant leaves for college.
- B. Once you have checked to see he is not ill, or wet, or stuck, lay him down on his tummy, tell him gently but firmly (the tone of your voice is more important than the exact wording) it is time to sleep, you love him and will see him in the morning. Then close the door and leave. You may do this several times the first night, but it should decrease each

night until infant understands or is reassured and sleeps through the night. Remember, comforting can be given without picking him up or feeding him. Pat him on the back, talk to him soothingly or sing a soft lullaby. Sometimes simply sitting next to his crib can help.

- C. When this does not work, he is still waking several times, your husband has taken to using ear plugs and your neighbors no longer speak to you, then you must break down and attempt to be firm. So, you go in the first time following the above procedure. This time, however, you add that you are sleeping too and you will not come in again. Remember to reassure him that he is alright and you will see him in the morning. Then, STAY OUT. Days later you will swear that he cried for two hours. In reality it was probably about 40 minutes. The second night it will drop to 15-20, the third night 10 and the fourth night maybe 3-5. That should be the maximum. If you stick it out, it should work. If you go in after 30 minutes, you have simply taught him that he must cry longer before you will come in. Sitting with a clock can help you hold out by making yourself watch the minutes. Whichever method you choose there are a few things you can also be doing to try and eliminate the problem.

1. Be sure he is getting enough exercise during day. Playing outside for an hour is really helpful, even in cooler weather. Simply be sure he is dressed appropriately.
2. Be sure you are only using his crib as a place for sleeping. If you put him there to play, or worse, (please do not ever do this!) as a punishment, then he will associate it with those things as well, and not solely as the place where he goes to sleep.
3. Be sure he has had adequate nourishment to last the night. Nursing just before sleep can calm an infant as well as fill him up. Or, a cup of warm milk, if he is weaned, can also help.
4. Giving him a special, machine washable stuffed animal or blanket for security.
5. Turning on a soft night light. Many times infants are simply afraid of the dark.
6. Play some soothing music. Try using an automatic shut off cassette in his room.
7. Establish a bedtime routine. (See Bedtime Problems.)

If you have truly tried all of the above and nothing works, then do the following: make an appointment with your pediatrician to check for any illness or allergy.

V. To Understand Other Reasons For Distress

- A. When the infant is ill, teething, or experiencing any other bodily distress.
- B. When the infant is bored. As with newborns, infants will sometimes be fussy because they are bored. Left in the crib or playpen with a toy or two they soon tire of the same activity and begin to cry. Try solving this problem by any of the following methods:
 - 1. Provide infant with the opportunity to freely explore his environment (See Appendix G). Being cooped up for long periods stifles curiosity.
 - 2. Provide the infant with a rotation of toys that he can manipulate himself without overwhelming him with too many at once (See Toys).

Important! BEWARE OF OVERSTIMULATING him. This can not be stressed enough. If Mother is constantly entertaining the infant, he will never learn to amuse himself and when left to his own devices will CRY FOR ATTENTION.

SECTION VII

COGNITIVE DEVELOPMENT

Part I

DEVELOPMENTAL NORMS - COGNITIVE

Six - Nine Months

1. Becomes aware of causality - if drops spoon will look to see it hit the floor; will hit crib gym to make bell ring; when sees refrigerator open, expects to be fed.
2. Prefers playing with objects he can do something with (things he can rattle, things he can put other things into, things he can throw).
3. Likes to look at objects from different perspectives (upside down).
4. Grows bored with repetition of same stimuli.
5. Will move an object aside in order to reach one desired.
6. Human face is still most stimulating thing of all as the infant develops a concept of it.
7. Begins to search for missing objects. Can watch a toy be hidden twice and look for it where he last saw it.
8. Repeats actions that lead to interesting results; this shows a definite purpose to attempt to make exciting things persist.

DEVELOPMENTAL NORMS - COGNITIVE

Nine - Twelve Months

1. Enjoys taking things out of containers and dropping them in again.
2. May insist on adult assistance when not needed.
3. Anticipates actions better, i.e., running water means it's bath time; honking horn outside means daddy is home.
4. Notices discrepancies; shows surprise.
5. Looks at pictures in book with interest.
6. Object permanence firmly established.
7. Can better remember games played the day before or where they left a toy.
8. Builds a tower of 2 - 3 blocks after demonstration.
9. Through trial and error may discover own solutions to problems.
10. Imitates behavior of others even when alone, i.e., will scold stuffed toy; then hug it.

INTRODUCTORY LECTURE

Cognitive Development

During the first six months of life, the infant learns primarily by being an observer. Parents and the surrounding environment expose the infant to innumerable objects and experiences that tell him what the world is like.

During the second six months, however, many important milestones occur that change the infant's primary role as observer. The infant begins to sit up alone, to crawl and most importantly, to perfect his eye-hand coordination (See Fine Motor Development; Introductory Lecture). These new-found capabilities now allow the infant to become an active participant in the learning process. He can see an object, crawl to it and pick it up to examine further.

If a behavior has positive results, the infant will want to do it over and over again, and such exploration leads to important learnings which are the foundations of cognitive development. These will lead to logical thinking.

Such development makes it important for parents to create an environment that will excite the infant into wanting "to learn to learn". Parents can create a stimulating environment by providing plenty of opportunities to:

1. Reinforce the infant's understanding of the permanence of objects (an awareness that objects still exist even when they can't be seen.
2. Motivate him to attempt solving simple problems.
3. Aid him in the realization that he is distinct and separate from other things and can manipulate them himself.
4. Encourage him to look for changes in the environment and differences between objects by himself.

Discovering and making these concepts part of himself is an important part of the cognitive growth process. Toys and activities that focus on discovery should be used. Some examples for each behavior are given on the following pages.

Demonstration by the parent of the activity may be necessary but from then on the infant must be allowed to use the objects provided in any way he chooses, as long as it is not dangerous. There is never a "correct" way for an infant to manipulate objects. A parent's role is to facilitate learning, not to demand a performance. As Ira Gordon states in Baby Learning Through Baby Play:

Our goal is not only a learning child, but one who enjoys learning and feels able to learn. A baby's intellectual development is much entwined with his feelings. Whether or not he ever develops his full potential will depend on three things: the opportunity to do these activities that promote intellectual development, the confidence that he can do them if he tries, and the conviction that it

is worth doing them. This is why it is so important that you show warmth, love and pride in your child's behavior and achievement without, at the same time, demanding success. Your encouragement should be for his attempts and should not be limited to only his successes. (Gordon, 1970, p. 30)

DEVELOPMENTAL ACTIVITIES - COGNITIVE

I. To Promote Object Permanence

- A. While the infant is watching, hide a favorite toy under a scarf or diaper so that only one part is exposed. See if the infant will pull the cover off to get the toy. If he is successful, repeat with even less of the toy exposed.
- B. Once the infant is adept at the above, hide the toy again, but now cover it completely. If he had trouble, use a cover that shows the shape of the toy underneath. If he is successful, cover the object with a box and see if he will pull it off. If he does not, pull it off yourself, show surprise and excitement at your accomplishment; then repeat.
- C. Later (around 11 months), hide the toy 2-3 times under the same object (perhaps a box), letting the infant pull it off. Then, as he watches, hide the toy under a different object (perhaps a hat). The infant will look for it under the box! For him, the object still exists but only in a specific place. (This idea stays with us to some degree, all our lives. Think of the elementary school-age

child who believes his teacher lives in the room at school.)

It is important now to use different covers. In the beginning things having only slight differences such as color. Later, use covers with more pronounced differences such as a hat and a box.

D. Take a pull toy that makes a noise and pull it behind a large pillow. Wait a few seconds, then pull it out the other side. Repeat this several times and look to see if infant anticipates the toy emerging. If he does, then reverse the direction and repeat.

E. See Social Development - Activities to Promote Social Responsiveness.

II. To Promote Problem Solving

- A. Place something, a pillow for example, in the way of something else that the infant would like to have. See if she will move the pillow in order to obtain the toy she wants (a toy train for example).
- B. Using large pop beads, hold them up in front of the infant; then pull them apart. Let him study the two parts; then put them back together. Older infants will want to pull them apart themselves and later will be able to put them back together. This game is also excellent for eye-hand coordination.
- C. Commercial stacking rings can be used if the infant has already had practice with nesting cups (See Toys) and is fairly proficient with them. Rings are more difficult and if she succeeds in getting the first two on, it should be considered a great feat and amply rewarded.

For added language stimulation: Lots of potential vocabulary building here. Use the words: big, bigger; small, smaller. Use colors as well; on top of, etc.
- D. Simple shape sorting toys can be introduced in the same way as the rings. (See Toys)

- E. Give the infant a container she has used in the past to drop objects into. Take two of the objects, small blocks for example, and tape them together so they are now too big to fit when dropped. Leave it among the things that do fit and see if the infant will be able to figure out that he must separate them in order to make them fit.
- F. Put a lid on a container holding a toy that the infant wants. See if she will remove the lid in order to obtain the toy. Begin by using a see-through container such as a plastic shoe box, to motivate her into trying to open it. Progressively use more difficult containers but remember; on the one hand you want the infant to learn to attempt things by herself, even if there is some degree of frustration involved. On the other hand, you don't want her to become so frustrated over something that is simply too advanced for her that she will never attempt to do it even when she is developmentally ready.

III. To Promote Understanding of Cause and Effect Relationships

A. Stack several blocks, then knock them over. Repeat it once or twice and see if the infant follows suit.

B. Crib devices that react when pulled or hit are still good toys for this age. If the infant begins pulling himself to a stand and the device is in his way, remove it and attach it either in his playpen or to the lower side of his crib so he can sit on the floor and manipulate it.

C. Place a favorite light-weight toy just out of reach on a blanket. Demonstrate how he can get the toy by pulling the blanket toward him.

For added hand-eye coordination (and variation):

Tie a string to the toy and encourage the infant to pull the string in order to get the toy.

D. Commercial surprise boxes are an excellent tool for this. The infant must push a button, dial a phone, etc. in order to make something pop up. At first, they will only be able to manipulate the easiest, but as they get older they will be able to do all of them.

E. When the infant begins to drop everything out of his crib, playpen and highchair, remember that some very important learning is going on! However, when

your back or your temper is about to break, try the following to ease the pain. First, fill a box, bag, or bucket with small toys and leave them in the playpen with the infant so he has lots of things to drop. When they are all gone, you pick them all up at the same time and he can start over.

- F. Another variation of this is to tie one or two toys to a string from his playpen or highchair. Then show him how to reel them in. If he cannot do it, it at least saves you from bending all the way to the floor or crawling under the table to find the toy he has to have.

IV. To Encourage the Infant to Look for Changes in the Environment

- A. Crumble a piece of tissue paper, wax paper, or aluminum foil, then smooth it back into shape once again as the infant observes. This shows him that things can be formed and reformed. Then let the infant crumble it himself if he wants to. This makes it valuable as tactile stimulation as well, but be careful as aluminum foil is not to be eaten.
- B. A variation of this is to tear a piece of paper in half while the infant is attending; then tape it back together, again explaining what you did. As the infant gets older, use paper with a picture on it; things such as an animal or a human face. If it works well, tear it into three pieces, and so on.
- C. Pour water from one clear container into another. For added visual stimulation: Add a drop of food coloring or liquid soap.
- D. Give the infant a small ball of colored yarn and show her how to pull the free end. As she pulls it (pincer grasp practice), the yarn will change from a ball to a long single strand. Then roll it back up while she watches and repeat.

SECTION VIII

COGNITIVE DEVELOPMENT

Part II

Appropriate Toys

INTRODUCTORY LECTURE

Appropriate Toys

According to research, 50% of all learning is acquired by age four. During these years children spend most of their time playing. Therefore, toys, become one of the most important mediums through which they learn about their world.

For an infant in the first year of life the best possible toy is, of course, the parent. There is nothing more exciting, more diverse, more rewarding. Mothers and fathers, however, cannot be with their infant on a one-to-one basis, (in fact it would be contrary to the infant's best interests if they were) at all times, so they must find other things, toys, to stimulate infant in their absence.

On the following pages are suggestions for types of toys that are appropriate for this age, as well as general guidelines for how to use toys, and most important, safety tips for parents.

It must always be stressed that toys do not have to be purchased in a store in order to be worthwhile. In fact, some of the best learning devices, and traditional favorites among infants themselves, have always been ordinary household items.

CRITERIA FOR SELECTING APPROPRIATE TOYS

I. Toys Can Be Dangerous

Below is a check list of precautions parents of infants and toddlers should keep in mind when buying toys or supervising their use:

- A. All toys for infants and toddlers should state on the label that the colors used contain less than 1% lead or that they are guaranteed non-toxic. Do not buy toys or cloth books that do not carry such a statement. Be especially wary of antiques and toys bought abroad. Remember, infants chew or suck on everything!
- B. Never give infants colored felt toys. Their dyes are usually not colorfast.
- C. Do not buy toys that are so small or have such small parts that they can be swallowed, or become lodged in a child's windpipe, nose or ears. Federal regulations state that for children under three, this means no smaller than 1 1/2" in diameter and 2 1/4" in depth.
- D. Test button eyes and ears on stuffed animals and remove all ribbons, bells, or other small objects which could be pulled off by an infant or toddler.

Many times these toys are stuffed with small pellets and become dangerous if ripped open. Beware of broken rattles and other "see-through" toys for the same reason.

- E. Toys made of brittle plastic or cheap-grade wood can be easily broken exposing sharp edges. Look for sturdy, well-made toys - a few extra dollars can pay off in the long run in safety as well as durability.
- F. Make sure there are no sharp edges or points and that wooden toys are splinter-free.
- G. Toys that make extremely loud noises can damage hearing. Remember this when buying your pre-schooler a cap gun and he shoots it five feet away from the infant.
- H. Do not buy toy chests with lids that open from the top. They tend to slam down on little hands and heads.
- I. Check a toy out before you purchase it. Beware of things hidden behind cellophane. Ask to see a demonstration model if there is not one out.
- J. Do not give toys to infants and toddlers that they are not ready for. What may be safe and fun for a three-year-old (toy cars) can be very dangerous for a six-month-old. Match the toy with the age, ability, and interest of the individual child, and choose according to your own child's capability.

K. Do not give children under three heirloom or especially fragile toys. They do not really understand the admonition to be careful and it is inhibiting to have someone hovering over you.

II. Some Good Types of Commercial Toys

A. Balls

Infants love balls. They can be manipulated in so many ways: thrown, caught, pushed, dropped, kicked or crawled after. Secondly, more often than not, parents will play with them. Balls promote:

1. Motor activity
2. Large muscle coordination
3. Visual stimulation
4. Eye-hand coordination
5. Language development ("catch, throw, give me," etc.)

Some specific types of balls that are good for this age group include:

1. Flutterball - Visually stimulating and can be used in the bath tub as well.
2. Beachball - Easy to push or catch and can also be used to roll over (with parent's help for strengthening muscles).
3. Tennis ball - Any ball of this size and approximate weight is good because it rolls fairly straight even when tossed by a beginner, and even a six-month-old may want to try!

4. Football - Infants enjoy them because they bounce away in a zigzag direction.
5. Clutch ball - Best of all for younger infants, because it is so easy to hold on to.
6. Nerfball - It is a good ball but beware of infants who might try to eat it.

B. Nesting Toys

Either ordinary household objects or commercial toys can be used. Beginning around nine months, many infants become fascinated with containers. At first they will simply stack them or drop things into them. Later, taking off and putting on lids becomes fascinating. Nesting toys promote:

1. Eye-hand coordination
2. Mastery of object permanence
3. Size and shape discrimination
4. Self-concept
5. Language labels ("in, out, off, on," colors)

C. Blocks

They can be fingered or mouthed in an effort to discriminate shapes and textures, or stacked, knocked over and dropped into containers.

Blocks promote:

1. Eye-hand coordination
2. Size and shape discrimination
3. Fine motor coordination
4. Imagination

Some specific types for this age group are:

1. Cloth - They are lightweight, and easy to handle as most are larger than traditional blocks.
2. Homemade - (See Homemade Toys for ideas.)
3. Wooden - Smooth ones are best for this age. Lettered blocks are better for 12+ months, as they are smaller and the indentations make them difficult to stack.

D. Sand/Water Toys

Experiences gained from sand or water play are excellent, especially for self-concept, as there is no right or wrong way to play with either (barring danger). An infant will naturally splash water or pick up sand in his hands and is usually praised for doing so. Sand and water play also promotes:

1. Tactile stimulation
2. Manipulative development
3. Eye-hand coordination
4. Imaginative play

Many commercial items are available for sand play. They are all fine as long as they include digging, funneling, and sifting tools. (Also see Household Toys.)

Some specific water toys on the market include wind-up bath toys, rubber ducks, Busy Bath (Kohner or Sears) and Sam the Clam (Fisher-Price). Many things found in the home are the most exciting to young infants: a cup for pouring, a gravy baster or a hand beater (to be used by parent to beat up the water). Experiment and enjoy.

E. Miscellaneous Commercial Toys

1. Ballons and bubbles
2. Busy box
3. Doll (should have human facial aspects and be soft)
4. Mirror - nonbreakable
5. Large hollow plastic beads
6. Large peg and hole toy
7. Pull and push toy (if walking)
8. Crawlogwog
9. Stacking doughnuts
10. Surprise box
11. Shape sorter
12. Toys that make noises (but not too loud)

13. Teething rings (especially the type that
can be filled with water)
14. Books
15. Musical instruments

III. Household Toys

A. Anything that cannot hurt the infant or be hurt by the infant is a potential plaything. Using ordinary household items exposes infant to new and varied toys at no cost or trouble.

1. Wooden clothespins
2. Colored plastic clothespins with metal removed
3. Empty containers of softening agent for dishwasher
4. An old metal perculator with insides
5. Wooden spoon
6. Stainless spoons (kept in the refrigerator and given to infant when teething can help relieve pain)
7. Old reels from adhesive tape
8. Toothbrush
9. Potato or basting brush
10. Metal pie tins
11. Pots and pans with lids
12. Set of measuring spoons or cups (stacking is one of the most exciting games for a 6-12 month old)
13. Muffin tins (when supervised use this with a varied assortment of foods to taste and feel)
14. Empty coffee cans

15. Empty Quaker Oats boxes
16. Empty ice cream cartons
17. Empty egg cartons
18. Empty margarine containers
19. Any empty can, box or container is good. Try to vary size, shape and width of opening and beware of sharp edges.
20. Empty boxes large enough to crawl into
21. Empty shoe boxes (hide a toy inside)
22. Empty rolls from paper towels, toilet tissue, or wrapping paper
23. Empty lunch bag with toy partially hidden
24. Plastic bottles with screw-on lids
25. The following are especially great for sand and water play: strainer, funnel, and plastic cup

IV. Homemade Toys

Toys need not be expensive or even store-bought to be fun and educational. In fact, many times homemade toys turn out to be an infant's favorite.

Below is a varied list of ready-to-make toys for the 6-12 month old infant.

A. Bean Bags

Machine stitch three sides of a piece of bright-colored fabric. Put pinto or kidney beans inside. Sew closed by hand and then by machine to reinforce. Or, cut two circles approximately 5" in diameter. Using contrasting fabrics cut and sew one happy and one sad face on either side. Do not use buttons or other detachable materials for the features as infants can easily pull or chew them off. Sew the circle leaving an opening. Fill with beans, and finish sewing by hand, then reinforce as above.

B. Tunnel

Ask at your local market for an empty paper-diaper carton. Cut two large openings on each side. Tape the top closed. Cover the entire box with bright-colored contact paper and place a rug remnant inside to make it soft for the infant as she crawls through. Remnants can be found at five and dime stores or swap meets.

C. Feely Pillow or Glove

Use on large square of fabric for backing. An old cloth diaper works well. Cut squares of different textured fabrics and attach them. If desired, you can sew the finished piece to a pillow, or take small pieces of different textures and sew them to each finger of an old glove. Run each finger over the infant's tummy or let him grasp each finger. Suggestions for fabric include: silk, fur, burlap, shag carpet, suede, flannel, vinyl or polished cotton.

D. Milk Carton Blocks

Tape down the ends of different size milk cartons with masking tape. Cover with contact paper using different patterns or colors for each of the sizes. These light, but large blocks are easier for an infant to stack than the small wooden ones available in stores.

E. Spool Shaker/Serpent

Save empty spools of thread. Find a piece of yarn, a shoelace or heavy twine and wrap masking tape at the end to form a point. Use this to string the empty spools. Paint each spool with bright-colored, non-toxic paint, if desired. The infant will use this to shake or move spools back and forth. Later, it becomes a necklace. Or, using the same premise, string spools

on elastic. Then paint a face on the end spool using non-toxic markers. (The hole is placed so that it becomes a natural nose.) Punch two holes directly behind the face and insert soft pipe cleaner to make antennae. If desired, you can tie heavy twine around "neck" and make a pull cord, or decorate an empty Quaker Oats box (cut out bottom) and create a "tunnel" for the serpent.

F. Telescope or Horn

Cover an empty paper towel roll with contact paper. Look through as a telescope or blow through as a horn. To vary the sound you can cover one end with wax paper, then poke holes in the paper and on top of the roll.

G. Shape Sorter or Shaker

Cover a one- or three-pound coffee can with paper. Cut a rectangular hole in the top with a razor blade or knife. Collect baby food jar lids. The infant can drop lids through the hole or simply shake the can with the lids inside. Later, using the same can but a different lid, trace and then cut out one or two shapes a bit bigger than the object itself. Decorate the object with paint or contact paper and use as a shape sorter. Suggestions for items include: wooden block/square, spool/circle, empty match box/rectangle.

H. Tambourine

Using non-toxic paint, draw a design on a tin pie plate. Flatten bottle caps and attach to plate using twine and punching holes in the plate. Be sure edges of bottle caps are smooth. It is a good idea to use this sort of thing when you are around to supervise. Another suggestion for the same type of thing is to punch holes around the rim of a sturdy paper plate. Tie bells to the rim using twine or string. Last, you can partially fill the inside of a paper plate with beans, small pebbles, bells or any type of material that would make noise of some kind. Then, glue another plate to the first one and shake. (Again, remember that infants are adept at taking things apart. Use caution.)

I. Mask

Punch holes on each side of a paper plate. Then cut out holes for eyes, nose and mouth. Tie string to holes on sides and tie on behind your head. Play peek-a-boo with the infant. Or, decorate two paper plates with one happy, and one sad face, using non-toxic markers or by gluing brightly-colored fabrics and using yarn for hair. Tie string to each side as above and play peek-a-boo.

J. Surprise Box

Find and decorate with contact paper, two boxes about 12 inches in depth, deep enough so infant has to reach inside to find the items. Having two containers allows infant the opportunity to transfer the objects from one box to the other. Objects of various sizes, shapes and textures can be placed inside, as well as any new toys you buy. However you do it, items should be changed often so they are a constant source of "surprise."

K. Books

The great thing about homemade books is that they can grow along with the infant. As her vocabulary expands so do the pictures in the book. And if you find you have an infant who tears pages, even thick ones, they are indispensable to your budget. Getting started: Obtain pictures from magazines, coloring books, children's wallpaper samples, drawings, and extra photographs (especially exciting are photos of themselves).

Below are a few simple directions for making a book. There are many other options available to parents as well.

1. Use a looseleaf binder-type notebook with subject index pages to separate categories of pictures. Or, use cardboard pages distinguishing jacket from pages by covering

- it with fabric. Or, use paper pages and cardboard for the front and back covers.
2. Glue pictures onto heavy gauge construction paper. For extra strength, place inside of clear plastic page covers.
 3. Punch holes and reinforce with gummed reinforcements. Bind with yarn or metal notebook rings.
 4. Suggestions for categories: colors, animals, toys, family and friends, foods, etc.
 5. If desired, elaborate on some pages by making them feely pages. Simply add a texture of some sort so infant can feel part of the picture. For example: Use a wad of cotton for the bunny's tail; sandpaper for the sand at the beach; blue vinyl for water, etc. Be creative.
 6. For the lazy ones: Buy a photograph album with the see-through pull-up pages. Then simply insert your pictures the same way you would if you were inserting photographs of your family.

L. Puppets

1. Using an old glove, mitt-type potholder or sock, sew on eyes, nose, and mouth. You can use large stitches, buttons (for use with

parents only), or whatever gimmick you can think of. Try yarn for hair using loop stitches.

2. Milk cartons can also be used by cutting along three sides of the top of 1/2 gallon carton, covering with contact paper, and then placing your fingers on the last uncut side to open and close the "mouth."
3. Take a wooden spoon used for cooking and glue on bits of felt or yarn for the face. Yarn for the hair can be braided or left in large loops. Sew some pants or a skirt using leftover bits of fabric.
4. Decorate paper bags (lunch bags) with crayons, non-toxic markers, or by cutting out facial features from another bag and coloring them, then gluing them on.

V. General Guidelines

- A. Too many toys, like too much stimulation of any kind, can turn an infant off. If a child has too many toys surrounding him all the time, he may never spend any time learning about just one of them. It is better to have fewer objects available to infant and change them often.
- B. To save yourself steps, keep several toys in each room you frequent. Then you need not drag toys with you and infant has a new set of objects from which to choose. If infant is engrossed with a particular toy be sure to carry it with you when moving from one room to another.
- C. If infant receives too many toys at Christmas or for his birthday, or if he receives something he is not quite ready for, put some away for another time such as a rainy day, an illness or a long car trip.
- D. Toys scattered on the floor are hazards. Have infant help you pick up at the end of the day by making the task a game. Even young infants can have fun dropping blocks back into their container. By making it a routine now, you will avoid a great deal of hassle later.
- E. How many dollars are spent on cheap, useless toys in grocery stores in an attempt to quiet a fussy infant? The infant was probably crying

due to fatigue or hunger, but after several such incidents, assumes the grocery store means a new toy. Deal with the problem early even if it means canned soup for dinner that night. Leave your shopping and go home so infant can nap. It is even better to try and organize time so you do not end up at the store when you know infant will be tired or hungry.

- F. Infants and toddlers should be exposed to toys that match their level of development or that are just enough advanced to promote curiosity. Reading labels on packages can serve as a general guide but parents must, in the end, choose toys that fit their infant's capabilities. Even two children in the same family develop at different rates.
- G. Finally, there is the toy itself, and no one has hit the nail on the head more clearly than Fitzhugh Dodson when he says, "...if 90 percent of the play is in the child and 10 percent of the play is in the toy, it is a good toy." (Dodson, p.302.)

SECTION IX
LANGUAGE DEVELOPMENT

DEVELOPMENTAL NORMS - LANGUAGE

Six - Nine Months

1. Vocalizes pleasure and displeasure; complains, coos, squeals with delight.
2. Babbles extensively.
3. Has special well-defined syllables. Most common are ma mu da di and ba.
4. May imitate some sounds you make.
5. Some two syllable sounds.
6. Understands a few words such as "bottle", "mommy", own name.
7. Usually does not verbalize yet but may say "dada" or "mama" with meaning.

DEVELOPMENTAL NORMS - LANGUAGE

Nine - Twelve Months

1. Uses both consonant and vowel sounds.
2. Responds to and understands own name.
3. Understands meaning of simple words and requests.
4. Large vocabulary of sounds, carrying on conversations in gibberish using real words at times as well as stress and intonation patterns.
5. Mimics words you say.
6. Begins to shout and whisper.

INTRODUCTION LECTURE

Language Development

Language develops at different rates in infancy, but it develops in a regular sequence for all infants.

During the first year when we speak of language we are referring primarily to receptive language; the ability to understand what we see and hear through words or gestures. An infant does not understand the precise meaning of a word, but he can understand the essence of what the person is saying by using their facial expressions, body movements and voice as clues.

Later, an infant may not, for example, be able to say "horsey", but if he can point to a picture of one in a book, we know it is part of his "vocabulary". It is important to stress that it is the extent of the receptive language that is important in the first three years, not the extent of the expressive vocabulary, which is the ability to actually use words to express wants, etc.

First speech is, in essence, crying, since it communicates an infant's needs. Mothers soon learn to distinguish between an infant's cry of hunger and one of discomfort or boredom. Later, through cooing, gurgling, and babbling, an infant is able to communicate his pleasure as well.

By six months an infant is attempting to imitate sounds or sound sequences and can vary the volume and pitch of his babbling. By twelve months he has an extensive receptive vocabulary as well as being able to express two or three words. The only time this general pattern is not followed is if there is a hearing disability which should be checked if the infant seems unresponsive, doesn't exhibit the Moro reflex, or has delayed motor development. The ability to speak is dependent upon the ability to hear, and the highest percent of language problems are the direct result of a moderate hearing impediment. Many times in infancy this is a temporary phenomena caused by retention of fluid during the presence of a middle ear infection. If this situation lasts only a few days, there is no problem. However, many times it continues for weeks and months during which time the baby is not experiencing language as he should. Chronic middle ear infections are also a major cause of hearing loss if not treated.

Before attempting any of the specific activities to encourage language development during the first twelve months, parents should read and understand the importance of the general instructions for stimulating speech readiness. Infants will learn language at their own speed, and

it is essential that parents understand that language is not something one teaches a child in the same way, for example, that they would teach a child to spell, or do multiplication.

Language learning will occur in a natural way, and parents can facilitate this if they are patient and encouraging, aware and receptive, to all that their infant attempts to do.

I. General Guidelines for Stimulating Language

- A. The best way to encourage language is to talk to and respond to your infant, especially when she makes the initial overture. Use words the child understands or that are slightly beyond her level of understanding. Later, add a related idea or two, but never continue if she wants to leave.
- B. Respond positively to any attempts the infant makes at language. Create an environment that says "it is fun to make sounds," so she will associate babbling with good things such as the sight of you. Smile, cuddle and praise her for her efforts. This is especially important when she attempts to communicate. Each time she is not understood, she can be discouraged. If she succeeds in making you understand her, it encourages her to try again.
- C. Look at your infant as you speak. Speech clues can be derived visually as well. Happy, smiling facial expressions, for example, help explain what we mean. The form our mouth makes helps her to see what she must do with her mouth to pronounce a certain letter.
- D. Never use baby talk. Remember what the infant hears is what she will accept as being real and

meaningful. She knows more than she can say; therefore, using appropriate labels is very important during this period.

- E. Do not talk too fast. Give the infant a chance to hear the sounds at a reasonable rate. Think of it as though someone were speaking a foreign language that you were only beginning to learn. On the other hand, do not go to the opposite extreme and speak too slowly.
- F. The main reason we want to encourage language in infants this young is so they will become aware of the sounds and rhythms of the language by hearing the people around them using it. It must be remembered that before a child can use expressive language, she must have thoughts in her head. She must already know something about the people and the things around her so she will have a reason to talk and something to talk about.

II. To Expose Infants to the Sounds of Language

- A. There is nothing more stimulating than the human voice. Tell her what you are doing as you feed, bathe, dress, or change her. Take her with you places and explain where you are going, what you are buying, or seeing, etc. Talk to her as though she understood everything you said, and only about what is actually happening at the moment. Smile and laugh frequently.
- B. Music is especially useful in improving the auditory memory of the infant. Just as the infant needs to hear people speaking so she can learn to speak, so she needs to hear people singing so she can learn to sing. Any song is appropriate, the words themselves not being as important as the experience of hearing rhythm and learning there are other ways of expressing oneself. Any of the activities listed here could be easily used. Do not forget that your infant loves you even if you sing out of tune; she has not yet learned who Beverly Sills is.

III. To Encourage Infants To Imitate Sounds

- A. Imitate the infant's babbling to reinforce syllables he is making and show him he can keep the "conversation" going.
- B. Choose a simple sound he has not made before, laugh and see if he imitates you. Repeat it several times at least, especially if he is trying to do it. For example, if he says ba, as in bottle, you say baa, as in bath.
- C. Try making a recording of the infant's babbling, then play it back to him.
- D. Say "hi" or "hello" whenever someone enters the room and whenever you see the infant. Wave and say "bye-bye" whenever someone leaves. Encourage the infant to imitate you by waving his arm for him. Try to be excited, even silly on occasion, and do not worry about feeling foolish; these are valuable learning games for your infant.
- E. Try to get together with other mothers who have infants the same age, so they can hear each other verbalize. This can be very exciting for them so beware of flaying arms and ignore the screeches. It is all part of their "converstion" with each other.

IV. To Promote Vocabulary

A. To learn about herself, her family and special friends or pets.

1. Always talk to the infant using her first name. Say, "Good morning, Amy" or "I love you, Amy."
2. Have her look in the mirror or at a photograph of herself. Point to her and say her name.
3. Mother points to self and says, "Mommy."
Father points to self and says, "Daddy."
(Or whatever term they use.)

Do the same using a good clear photograph of parent.

Do the same using a large mirror.

Do the same with grandparents, siblings or pets.

B. To learn the names of familiar objects in and around the house.

1. Point to familiar things and name them. Look especially for things found in her storybooks, such as shoes, chairs, clocks, trees, birds, cars and houses, etc.

C. To learn the names of animals and the sounds they make.

1. Point to pictures of animals in books, photographs or anywhere else you see them and name them for the infant. Naturally real animals

are best. When you show the baby pictures of animals, make the sound of each one.

D. To learn body parts by listening to you match word to feature.

1. Ask, "Where is your nose?" Then, point and touch infant's nose saying, "There is your nose, There's Amy's nose!" Repeat using other body parts. This is especially good during bath time. Be sure to smile and laugh.
2. Use songs and exercises that refer to body parts. (See Gross Motor). Be sure to help the infant participate physically by having her touch the body part referred to.

V. To Encourage Positive Feelings About Books

- A. Six months is a good time to begin reading simple stories to infants. The rhythm of language as you read can be deeply pleasureable to an infant. It reminds him of special moments spent quietly with parents. It is one of the best ways to develop positive feelings about books as well as promote emotional security and intellectual stimulation.
1. Read simple stories to the infant before he falls asleep, or any time during the day when he is attentive. Try not to rush. Take time to examine the pictures together. Show the infant how to turn pages carefully.
 2. Show the infant a picture book or magazine and point to pictures. Tell him about the pictures using complete sentences. "This is a man." "The cow says moo." "The bunny is eating a carrot."
 3. Make infant a personal book using pictures and/or photographs of people and things he knows well (See Homemade Toys).
- B. When choosing books for infants, remember the following:
1. Books for infants and toddlers should be sturdy, with easy-to-turn pages, or be made of cloth.

Pictures should be bright, clear, and familiar to the infant.

3. Begin with only one object per page.
4. There should also be some very simple stories with repetitious phrases or rhymes, that parents can read to the infant.
5. A simple nursery rhyme book is excellent, especially since so many can be sung as well as read.

C. See Appendix C for suggestions concerning appropriate books for infancy.

APPENDICES

APPENDIX A

PRELIMINARY QUESTIONNAIRE

FOLLOW-UP QUESTIONNAIRE

PRELIMINARY QUESTIONNAIRE

Name _____

Address _____

Phone _____ Your age _____ Occupation _____

Infant's name _____ Date of Birth _____

Number and ages of other children _____

Relationship of any other adults living in home? _____

Does the infant have any special health problems? _____

Infant's favorite activities _____

Has your infant had any previous group experience? Explain.
_____Have you had any previous parent education classes? If yes,
where and when? _____

Where did you hear about this class? _____

On a scale of 0-10, how would you rate your knowledge of
infants? _____From where does your knowledge/philosophy of childrearing
come? (i.e. parents, books, spouse...) _____What would you, as a parent, like to gain from this class?
_____What would you like your infant to gain from this class?
_____Please list any specific topics you would like to cover _____

FOLLOW-UP QUESTIONNAIRE

Name (optional) _____

After completing this class, how would you rate your
knowledge of infants on a scale of 1-10? _____

What did you, as a parent, gain from this class? _____

What do you recommend could be done to improve this class
for other parents in the future? _____

What do you think your infant gained from this class? _____

What do you feel could be done to improve this class for
other infants in the future? _____

What did you enjoy most about the class? _____

What did you enjoy least about the class? _____

Please be as specific as possible.

SONGS AND JINGLESBICYCLE

I have a little bicycle
I ride it to and fro
And when I see the light is green
I know it's time to go.
I have a little bicycle
I bought it at the shop
And when I see the light is red
I know it's time to stop.

ROW ROW ROW YOUR BOAT

Row row row your boat
Gently down the stream
Merrily merrily merrily merrily
Life is but a dream

ON MY WAY TO BOSTON

On my way to Boston
On my way to Lynn
Watch out little baby
That you don't fall in

(Bounce infant on legs then open
legs to let infant "fall in")

ROUND THE GARDEN

Round and round the garden
Goes the teddy bear
One step two steps
Tickle under there!

(Begin with circular motion using
finger on infant's palm. Then tap
on their arm moving toward under-
arm, for tickle finale)

BICYCLE BICYCLE

Bicycle bicycle go so slow
Bicycle bicycle go so fast
Bicycle bicycle step on the gas.

I AM SPECIAL
(Use tune of Frere Jacques)

I am special I am special
If you look you will see
Some are very special
_____ is very special (child's name)
Yes indeed yes indeed

PAT-A-CAKE

Pat-a-cake pat-a-cake
Baker's man
Bake me a cake as fast as you can
Roll it and pat it
and mark it with a "B"
and put it in the oven
for baby and me

TOGETHER
(Use tune of Row Your Boat)

Clap clap clap your hands
clap your hands together
clap clap clap your hands
clap your hands together

(...roll your hands, shake your hands,
rub your tummy, touch your toes, pat
your nose...)

CHOO-CHOO TRAIN

This is a choo-choo train (bend arms at elbow)
Puffing down the track (rotate arms)
Now it's going forward (push arms forward, continue to
rotate)
Now it's going back (pull arms back)
Now the bell is ringing (pull cord "ring ring")
Now the whistle blows (hold fist to mouth and blow
"toot toot")
What a lot of noise it makes (cover ears)
Everywhere it goes (stretch out arms)

JACK-IN-THE-BOX

The jack-in-the-box
 Stays down in the box
 Till somebody
 Opens the lid!

(Hold infant and lift him up when
 the lid is "opened")

ROCK-A-BYE BABY

Rock-a-bye baby
 On a tree top
 When the wind blows
 The cradle will rock
 When the bough breaks
 The cradle will fall
 And down will come baby
 Cradle and all

IF YOU'RE HAPPY

If you're happy and you know it
 Clap your hands
 If you're happy and you know it
 Clap your hands
 If you're happy and you know it
 Then your face will surely show it
 If you're happy and you know it
 Clap your hands

(...pat your head, touch your toes,
 wave bye-bye)

EXERCISE SONG

Head shoulders knees toes
 Knees toes
 Head shoulders knees toes
 Knees toes
 Eyes ears nose nose nose

OPEN SHUT THEM

Open shut them
 Open shut them
 Give a little clap
 Open shut them
 Open shut them
 Put them in your lap

FEE FIE FOE FUM

Fee fie foe fum (touch pinkie for "fee," etc.)
 See my fingers (point to each finger before thumb)
 See my thumb (point to thumb)
 Fee fie foe fum (point to fingers)
 Fingers gone (hide fingers in hand)
 So is thumb (hide thumb)

WHEELS ON THE BUS

The wheels on the bus go round and round (make circular motion with arms)
 Round and round and round and round
 The wheels on the bus go round and round
 All through the town

The doors on the bus go open and shut... (open and shut arms)
 The windows on the bus go up and down... (raise arms up and down)
 The baby on the bus goes "wah wah wah"... (bring fists to eyes)
 The mommy on the bus goes "shh shh shh"... (bring forefinger to mouth)
 The daddy on the bus goes kiss kiss kiss... (make kissing sound)
 The grandma on the bus goes knit knit knit... (cross forefingers 2x)
 The grandpa on the bus goes snore snore snore... (make snoring sounds)
 The horn on the bus goes beep beep beep... (make beeping motion)
 The people on the bus go bounce bounce bounce... (bounce infant up and down)
 (Use as many different verses as desired)

BOA CONSTRICTOR

I'm being tickled by a boa constrictor
 A boa constrictor a boa constrictor
 I'm being tickled by a boa constrictor
 And I don't like it one little bit!

Oh no, he's got my toe!
 Oh gee, he's got my knee!
 Oh crummy, he's got my tummy!
 Oh darn, he's got my arm!
 Oh heck, he's got my neck!
 Oh dear, he's got my ear!
 Oh dread, he's got my head!

(Repeat first verse)

KNOCK KNOCK

Knock at the door (tap forehead)
 Peep in (lift eyelid)
 Lift the latch (tilt nose)
 Walk in (slip a finger in mouth)
 Go way down the cellar and eat apples
 (tickle under the chin)

ROLL THE BALL

We roll the ball it's rolling
 Now roll it down the track
 We roll it down to baby
 And baby rolls it back

BANBURY CROSS

Ride a cock horse
 To Banbury Cross
 To see a fine lady
 Upon a white horse
 With rings on her fingers
 And bells on her toes
 She will have music
 Wherever she goes

CHUG-CHUG

Chug-chug-chug-chug-
 Down the steet
 Up and down go baby's feet
 Chug-chug-chug-chug-
 One two three
 I love you and you love me

SONG FOR SIT UPS

Up my little bundle comes
 Down my bundle goes,
 Peek around, have you found
 Baby's wiggly toes

NAME SONG (Tune of Farmer in the Dell)

_____ is here today
 _____ is here today
 We'll all clap our hands and say
 _____ is here today

HELLO

Hello, hello
 Hello and how are you
 I'm fine I'm fine
 And I hope that you are too

HUNTING SONG

This is the way the lady rides
 Tra lee Tra la
 This is the way the gentleman rides
 A gallop a trot a gallop a trot
 This is the way the cowboy rides
 Ya whoo Ya whoo
 This is the way the hunter rides
 Before he falls in a hole

(Bounce baby on your knees letting her
 drop as you sing the last line)

APPENDIX C

GOOD BOOKS FOR BABIESI. BOOKS WITH STIFF PAGES AND BRIGHT PICTURES

<u>ABC: An Alphabet Book</u>	Thomas Mattiesen
<u>Word Fun</u>	Grosset & Dunlap, Inc.
<u>Friendly Pets</u>	Grosset & Dunlap, Inc.
<u>The Train, the Bear, the Cow, The Crane</u>	Larousse Board Books
<u>Babies</u>	Gyo Fujikawa
<u>Baby Animals</u>	Gyo Fujikawa
<u>Baby's First Book</u>	Garth Williams

II. TOUCH AND SNIFF BOOKS

<u>Pat the Bunny</u>	Dorothy Kunhardt
<u>The Once Upon a Time Scratch & Sniff Book</u>	Western Publishing
<u>Most Amazing Hide and Seek Alphabet Book</u>	Robert Crowther

III. SIMPLE STORIES AND RHYMES (Paper pages)

<u>Goodnight Moon</u>	Margaret Wise Brown
<u>A Child's Goodnight Book</u>	Margaret Wise Brown
<u>The Country Noisy Book (series)</u>	Margaret Wise Brown
<u>Best Mother Goose Rhymes</u>	Richard Scarry
<u>The Baby's Lap Book</u>	Kay Chorao
<u>A Hole is to Dig</u>	Ruth Krauss
<u>Black is Brown is Tan</u>	Arnold Adoff

IV. MISCELLANEOUSBest Wood Book Ever

Richard Scarry

Squeekie Play Book

The First Years

APPENDIX D

SUGGESTED READING LIST
FOR PARENTS OF INFANTS 0-12 MONTHS

Akmakjian, Hizg	<u>The Natural Way to Raise A Healthy Child</u>
Bell, T. H.	<u>Your's Child's Intellect</u>
The Boston Women's Health Book Collective	<u>Ourselves and Our Children</u>
Brazelton, T. Berry	<u>Infants and Mothers; Differences in Development</u>
Dodson, Fitzhugh	<u>How to Parent</u>
Fraiburg, Selma	<u>The Magic Years</u>
Gersh, Marvin	<u>How to Raise Children at Home in Your Spare Time</u>
Gordon, Ira	<u>Baby to Parent, Parent to Baby</u>
	<u>Baby Learning Through Baby Play</u>
Johnson & Johnson	<u>The First Wondrous Year</u>
Jones, Sandy	<u>Good Things for Babies</u>
Koch, Jaroslav	<u>Total Baby Development</u>
Lehane, Stephen	<u>Help Your Baby Learn</u>
Levy, Janine	<u>The Baby Exercise Book</u>
Pryor, Karen	<u>Nursing Your Baby</u>
Salk, Lee	<u>What Every Child Would Like His Parents to Know</u>
Spock, Benjamin	<u>Baby and Child Care</u>
White, Burton	<u>The First Three Years of Life</u>

APPENDIX E

LIBRARY PROCEDURES

Parenting books available are numerous and varied; no one book covers all aspects of child development pertinent to parents of infants 6-12 months old. Most parents cannot possibly afford to purchase even a small number of books and as local libraries tend not to have an extensive selection, it is helpful if the instructor can make some of the better literature available to parents in the classroom.

Several procedures for checking books in and out can be adapted. However, the simplest method seems to be to make out 3 x 5 cards for each book in stock, and filing them alphabetically by author in a small file box. When a parent chooses a book, he or she simply signs their name on the card. When the book is returned, the name is crossed off.

It is up to the individual instructor to decide whether or not to be in charge of this herself or to allow parents to sign in and out on their own. Another alternative is to ask one parent to be in charge.

It is also important to remember to mark one's name in each book on several different pages with a stamp or marking pen.

APPENDIX F
SUPPLEMENTARY LESSON

NUTRITION

I. Cow's Milk - Why Not?

Milk is secreted by the mammary glands for the nourishment of infants. Cow's milk has 3 1/2 times more protein than breastmilk (needed by a healthy growing calf). A newborn calf, however, is quite a bit larger than a human infant and grows much more quickly than a human infant. This can make it too difficult for an infant's kidneys to handle and has been known to cause intestinal bleeding in some cases.

The fat in regular milk is absorbed poorly by infants and there is no iron in cow's milk. Although there is little iron in breastmilk, it is almost entirely absorbed. Some formulas have been treated so that the protein content is reduced and in many cases iron is added. It resembles breastmilk more closely.

Furthermore, some authorities believe the use of cow's milk during infancy is a prime factor in the trend toward obesity. Research is now being done extensively in this field.

Due to the above it is recommended by most pediatricians that infants not be given cow's milk until they are at least six months old, preferably one year.

II. Commercially Prepared Foods - Yes or No?

There is nothing wrong with buying commercial baby food today. Almost all manufacturers have eliminated the use of salt, sugar, and chemical preservatives. If they are added, it is stated on the jar, another reason for learning to read labels.

Basically, therefore, there are only three rules to use when buying baby food:

- 1) Stick with plain baby fruits for desserts. Fruit desserts and puddings are high in calories, low in nutrition.
- 2) Stick with plain vegetables. They are steam blanched which avoids loss of nutrients. Avoid those in cream or with added carbohydrates.
- 3) Stick with pure meat. Avoid "mixed dinners" as much as possible as they have very small amounts of meat and lots of filler. Look at the price difference and it becomes obvious there cannot be a lot of meat in them.

Do what is right for you. If you enjoy making your own baby food, that is great (See Booklist). To make it easier you should have a food processor or blender, a baby food grinder, an individual plastic ice cube tray, and old, but sterile, baby food jars.

Most women find a happy medium between the two...

III. Introduction of Solids

When and if a breastfed baby increases his demand, usually between four and six months, it is an indication he is ready for solids. Most pediatricians recommend beginning formula fed infants on solids around the third or fourth month. Some hints on how to begin and recommended orders are given on the following page.

It must be remembered that infants must learn NOT to suck solids - but to chew and then to swallow them. It requires patience.

When an infant indicates a desire to feed himself, perhaps by trying to take the spoon from the parent, he should be given a few things to pick-up. This provides an additional benefit: motor coordination.

Never force an infant to take solids or to pick-up finger foods. Everything should be a normal part of the meal. Some examples of early finger foods would be small pieces of:

crumbled hamburger	fruit (apple, pear or banana)
cubes of tender cooked chicken	cheerios
scrambled egg (after 1 year)	cheese
avocado	graham crackers
rice	potato

The following ideas have proved to be helpful when introducing solids:

- A. Nurse first to take the edge off the infant's appetite.
- B. If younger than six months, or for the first few times, hold the infant in your lap.
- C. Place a small amount of food on the tip of a spoon, about $\frac{1}{4}$ teaspoon. In the beginning a couple of spoonfuls twice a day is sufficient.
- D. Introduce only one new food at a time to be sure there is no allergic reaction. Wait at least three to five days before introducing new foods.
- E. It is usually best to introduce a new food in the morning when the infant is the hungriest.
- F. Never introduce anything if the infant is fussy or ill.
- G. If the infant doesn't like a certain food don't force him. Quit, put it away for three to four weeks, and try again.
- H. Some infants prefer food warmed, others don't care. Save yourself time and energy by experimenting to see if he'll accept it at room temperature.
- I. If the infant balks at a spoon, try a rubber-coated one. He may not like the taste of metal. If he still balks day-after-day, try introducing finger foods. Some infants assert themselves early.
- J. Never serve straight from a jar of commercial food unless you intend to use the whole thing at one feeding.

Saliva causes spoilage.

- K. Sputtering, drooling and making faces doesn't necessarily mean a dislike for the food, but to the experience of eating itself. It takes awhile to get used to the consistency, the mechanics, and the spoon, as well as the taste. Remain calm and smiling. The infant will get his cues from you. If you end up frustrated and in tears, most likely the infant will too.

The Beechnut Baby Food Company makes available a free hotline number to mothers all over the country. They encourage mothers to call with any question or concern pertaining to nutrition. The number for this service is: (800) 523-6633.

Common Order in Which Solids are Introduced

Cereal	Three to Four months - rice, barley or oatmeal with water, formula, or breastmilk. Avoid wheat as there is a tendency toward allergy.
Fruit	Four to Five months - banana (ripe), applesauce, peaches, pears, prunes and apricots. If home-made, stew without using sugar.
Vegatables	Four to Five months - plain strained carrots, peas, greenbeans, squash. If homemade do not add salt. Many cardiologists believe that the level of salt intake dating from infancy is a key factor

in the development of hypertension or high blood pressure.

- Meat** Five to Six months - strained liver, beef, chicken or veal. Mix with vegetables or fruit at first if the infant does not readily accept the taste. Do not add salt.
- Eggs** Never give an infant egg yolk before six months, an egg white before one year, as there is a tremendous tendency toward allergy.

La Leche Recommended Order

Beginning between four and six months, allowing 4-5 days before introducing a new food, one week between types of meat, the following order is recommended:

Mashed ripe banana

Strained meat - introduced early because of it's high iron content.

Whole wheat bread or whole grain cereal - moisten finger-size pieces of bread with water or breast milk.

Baked sweet potato or white potato

Fresh fruit - scraped apple or other fresh fruit in season except for citrus which is highly allergenic.

Vegetables - grated carrot first, mixed with scraped apple if not readily accepted.

IV. Weaning

Psychologists seem to agree that an infant should never be weaned before six months. Many also state that if a woman decides to quit breastfeeding before a year, the infant should be given a bottle with formula due to the need for sucking as much as for the need for nutrients.

Weaning should be done gradually, beginning with the midday feeding and in most cases, ending with the bedtime feeding. The process should cover a period of at least a few weeks.

Most problems evolve around giving-up a bedtime bottle. Try diluting the formula with a little more water each night so it will not be as appealing to the infant. Or, try and change the preliminaries leading up to bed. Create a routine that includes a cup of warm formula instead of a bottle, followed by a story, a lullaby or a back-rub. Use what works best with your individual infant.

NEVER leave a bottle in the crib with an infant to suck on as he falls asleep. The incidence of bottle mouth syndrome, which can cause the teeth to decay even before they erupt, is very high among infants who were given bottles to suck on as they fell asleep.

If parents feel the infant is not getting enough milk without a whole bottle at night, they should mix it into other foods, such as cereal or puddings, as added supplement.

V. Obesity

Research has shown that the number of fat cells a person will have is, for the most part, set by the time they are three. This number is determined by two things; heredity and early feeding.

The problem in the United States seems to be that American mothers have been programmed to believe that a fat baby is a healthy baby and secondly, that when an infant cries or is fussy, it must mean he is hungry. This is one of the main reasons many nursing mothers introduce solids before three months. They are made to feel inadequate by relatives or friends because the infant is fussing. Instead of looking for the real reason; i.e., fatigue, boredom, gas pains, they are pressured into believing it is always hunger and the infant soon learns that food is the proper response to distress of any kind.

As the infant matures it is important to remember two other points.

- 1) Try to avoid the use of sugar as much as possible. Infants do not need cake and ice cream for dessert. Fruit, yogurt or jello are just as "good" and much better nutritionally.
- 2) Try to avoid the clean plate syndrome. Food should never be a reward or punishment. It is nourishment. This is incredibly difficult as once again parents have been programmed into

believing a child must eat everything on his plate, even when he was given more than he wanted by a well-intentioned parent. Put only as much as you think the infant can eat onto his plate. You can always add more if he indicates a desire for it.

An infant's growth may slow down between six-nine months. If it does, so will his appetite. Be aware of growth patterns and check with your pediatrician before assuming he is not eating adequately.

Around twelve months a child may become finicky about what he will or will not eat. This is the beginning of independence. BE PATIENT! Research has shown that over a period of time, toddlers going through this will, on their own, choose a balanced diet. It is just that one day all they want is pears, then peas, then french fries, etc.

BOOKS ON NUTRITION

- | | |
|-----------------------------------|---|
| Castle, Sue | <u>The Complete Guide to Preparing Baby Food At Home, 1973.</u> |
| Lansky, Vicki | <u>Feed Me, I'm Yours: A Recipe Book For Mothers, 1974.</u> |
| Lansky, Vicki | <u>The Taming of the C.A.N.D.Y. Monster</u> |
| McDonald, Linda | <u>Baby's Recipe Book, 1972 (ideas for allergy diets).</u> |
| Payne, Alma | <u>Baby Food Book, 1977.</u> |
| Turner, James and
Turner, Mary | <u>Making Your Own Baby Food, 1972.</u> |

APPENDIX G
SUPPLEMENTARY LESSON
INTRODUCTORY LECTURE
CHILDPROOFING

From the onset of crawling through the end of toddlerhood, parents need to try to set up an environment that will allow an infant's natural curiosity to grow freely for it is through her explorations that she will gain knowledge about her world and self-confidence about herself.

The environment, therefore, needs to be safe for the infant, and from the infant. She needs to be able to make discoveries without constant intervention, for as White says,

...by providing maximum access [we] nourish curiosity in a natural and powerful way [and] also facilitate social development.
(White, 1975, p. 137.)

In setting up a childproof house, one must always assume that an infant is capable of doing a lot more than is expected of her. For example, always assume that your three-month-old infant can roll over. Therefore, she can roll off a changing table, or your eight-month-old, not yet crawling, might try to pull herself to standing by hanging on to the tablecloth on the dining room table (and on top of which sits your grandmother's heirloom vase).

Then ask yourself if and how your house restricts your infant's explorations. Look at it from her point of view, not your own adult one, even if this means getting down on the floor and crawling from room to room.

CHILDPROOFING

Below is a room by room checklist of safety concerns that can produce perilous situations as well as unnecessarily excessive prohibitions. Dealt with early in your infant's life, they will help reduce your stress, protect your infant from injury and increase her delight in the world around her.

NURSERY

Slats on crib or playpen should be no more than 2 3/8" apart.

Crib should have double latching device or else have sides tied up securely (especially if there is an older sibling.)

All wood surfaces should be covered with non-toxic paint.

Do not place a crib or playpen near heaters or electrical sockets.

Lower the crib mattress before it seems apparent that the infant could climb or fall out.

Be sure diaper pins are closed and out of reach at all times.

Never leave infant unattended on changing table, even if strapped in.

LIVING ROOM/DINING ROOM

Cushion sharp corners on furniture or try hanging brightly-colored ribbons from them. If neither works, temporarily remove furniture.

Be especially cautious with glass coffee tables. Infants love to bang objects against a flat surface.

Remove valuable or treasured knick-knacks that are within reach.

Wobbly floor lamps and top-heavy table lamps should be secured or removed. Secure by taping cords to backs of tables or with screw mounts in walls.

Secure book cases to the wall.

Keep mirrors or paintings out of reach or well-secured.

Always use a firescreen.

Make sliding doors visible with tape or decals.

Avoid using hanging tablecloths when possible. Try placemats for everyday use and save the tablecloths for company when infant is asleep.

BEDROOM

There should be locks or grates on all upstairs windows.

Rope fire ladders should be kept near windows. A fire escape route needs to be established and practiced.

Keep a small nightlight on in the hallway leading to the bathroom or nursery.

Do not ever leave a gun in an unlocked drawer in the nightstand. More than 400 children are killed accidentally by firearms each year.

BATHROOM (most dangerous room)

All medicine cabinets should be locked.

Flush unused medicines down the toilet then discard container. It is not a good idea to make them into toys.

Always double-check labels on medicines before dispensing and turn on the light at night to be sure of what you are giving.

Apply slip resistant appliques in the tub.

Never leave an infant alone in the tub.

Run cold water first and last to keep metal fixtures cool and be sure hot and cold taps are clearly marked.

No glass cups or bottles.

Be sure you can open the door from the outside. Use a two-way lock or none at all.

KITCHEN

Give up part of the kitchen to the infant. A bottom drawer or lower cabinet shelf works well. Simply remove any objects that might be harmful and replace with safe kitchen items (See Household Toys) or a few of the infant's own toys.

Use safety latches on all cupboards you do not want infant getting into.

Isolate knives and other sharp utensils.

Lock away dangerous substances, aerosol cans, etc. (never throw aerosol cans into the fire).

Unplug small appliances when not in use.

Turn pan handles toward rear while cooking.

Have a fire extinguisher handy.

Use paper or plastic cups for toddlers.

Make sure ant and roach traps are out of reach of a crawling infant.

Beware of the hazards in the garbage can; conceal can lids in the can and stuff paper on top; conceal broken glass inside an empty milk or juice-type container that has a lid.

BASEMENT/UTILITY ROOM

Lock off entire basement if there are just too many dangers to try and deal with.

Lower water temperature to 120-130°F.

Never store flammable liquids near the water heater.

Never transfer substances into unmarked containers, especially pop bottles.

Store washing supplies in a locked cabinet.

Store sharp tools in a secure place.

Never leave an iron sitting on the ironing board.

OUTSIDE

Be sure all play equipment is sturdy and safe. Watch for nails, splinters, sharp edges, toxic paint, rust and loose parts. Heavy equipment should be sunk in concrete to prevent it from pulling out of the ground.

Never leave water in wading pools.

Swimming pools should be fenced with a locked gate.

Never cover a sandbox with plastic sheets or canvas.

Check ground for broken glass, metal objects and other dangers, especially in the summer when children tend to go barefoot or wear open-toed sandals.

Yards should be fenced securely to prevent children from wandering into the front yard or into the street.

Play areas outside should always be supervised when infants or toddlers are about regardless of the precautions taken.

GENERAL PRECAUTIONS FOR ANY ROOM

There should be no electrical, drapery or venetian blind cords to be pulled on, tripped over or chewed. Also, be sure all electrical cords are in good condition.

- Electrical outlets within the infant's reach should be covered with safety plug outlets or concealed behind stationary furniture.

All upstairs windows should have gratings or secure screens.

Always have a gate at the top of the stairs and the first or second step from the bottom. Stairs should be well-lit and have secure railings.

Remove all slippery throw-rugs.

Do not leave cigarettes, tobacco, lighters, dirty ash-trays or matches in places where baby can reach them.

Make sure all doors have knobs on both sides (especially closets).

Radiators or floor heaters should be covered or blocked off by furniture.

Tie plastic cleaning bags in knots before discarding.

Most houseplants are somewhat dangerous if eaten. Some are poisonous if even a small part is chewed. Any such plants should be removed. Other plants should be hung or placed above an infant's reach to guard against spills or broken pots.

At least one smoke detector should be installed in a central place. At least two should be present in a - two-story house.

All drugs and poisonous substances should have child proof caps and be locked away. It is not enough to simply move them to higher ground. Toddlers are expert climbers.

DANGEROUS HOUSEHOLD ITEMS

air fresheners	lighter fluid
ammonia	lye
antidepressants & tranquilizers	liquor
antifreeze	make-up
aspirin	metal polish
bleach	nail polish & remover
caustic lime	oven cleaner
cleaners & disinfectants	pesticides
cologne	putty
denatured alcohol	rubbing alcohol
deodorants	shampoo & conditioner
detergents	spot remover
drain openers	spray paint
fabric softener	toilet cleaner
floorwax	turpentine & paint thinner
furniture polish	varnish
gasoline & oil	vitamins
hairspray	weed killer
kerosene	

POISON HOTLINE

(Southern California)

(213) 669-2401

Physician's Phone: _____

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